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JOB CRAFTING: THE PURSUIT OF HAPPINESS AT WORK

A dissertation submitted in partial fulfillment of the requirements for the degree of
Doctor of Philosophy

By

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WRIGHT STATE UNIVERSITY GRADUATE SCHOOL

January 23, 2013

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY SUPERVISION BY Cristina Kirkendall ENTITLED Job Crafting: The Pursuit of Happiness at Work BE ACCEPTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF Doctor of Philosophy.

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ABSTRACT

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Job Crafting: The Pursuit of Happiness at Work.

Traditional job satisfaction theories focus on either environmental causes or stable underlying personality characteristics as determinants of job satisfaction, giving very little attention to the possibility that employees may be able to affect their own job satisfaction levels. Recent research on job crafting, however, has provided a source of optimism for changing job satisfaction levels. Job crafting is the processes by which employees actively shape their job to fit their individual needs and unlike the traditional models, it offers hope to those employees that work in a dissatisfying environment or whose personalities may not predispose them to high job satisfaction. This study expands on the current model of job crafting by including non-work behaviors that employees perform on the job, as well as work-related behaviors that employees perform away from the job. I explore how job crafting is currently used by employees and investigate personality and situational variables as both predictors and moderators. I also investigate the outcomes of job crafting and explore job crafting as a mediator of personality variables on job satisfaction.

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I. INTRODUCTION

Job satisfaction is one of the dominant topics in the field of industrial/organizational (I/O) psychology, with hundreds of studies being published on the subject each year. Job satisfaction is defined as “a pleasurable or positive emotional state resulting from an appraisal of one’s job or job experiences” (Locke, 1976). It is basically how people feel about their jobs or the extent to which one likes his or her job. There are essentially two main viewpoints which explain the importance of job satisfaction and why it deserves such focused attention: the utilitarian and the humanistic perspectives (Spector, 1997).

The utilitarian viewpoint emphasizes the organizational outcome variables tied to job satisfaction (Spector, 1997). This viewpoint stresses that there is direct benefit to the company of keeping job satisfaction high amongst workers. The relationship between job satisfaction and job performance has long been considered the “holy grail” of I/O psychology (Landy, 1989). Indeed, the belief among the general public is that employees who are more satisfied with their jobs will also be more productive workers (Fisher, 2010). Unfortunately, I/O researchers have been unable to confirm that this relationship exists. Judge, Thoresen, Bono, and Patton (2001) for example, found that the job satisfaction-job performance relationship was modest and thus not as strong as many lay people assume. There is also confusion over the directionality of the satisfaction-performance relationship (Wanous, 1974). While satisfaction may cause performance, the

reverse may also be true. In addition, Bowling (2007) showed that the relationship between job satisfaction and job performance may be spurious, with personality factors such as the Big Five and organization-based self-esteem accounting for the relationship.

Despite the lack of evidence supporting the job satisfaction-job performance relationship, individual satisfaction is still linked to several other important organizational behaviors. Higher job satisfaction leads to a decrease in withdrawal behaviors such as absenteeism (e.g., Farrell & Stamm, 1988), lateness (e.g., Koslowsky, Sagie, Krausz, & Singer, 1997), turnover (e.g., Tett & Meyer, 1993), and burnout (e.g., Halbesleben, 2006). Increased job satisfaction also leads to higher incidences of extra-role behaviors such as organizational citizenship behaviors (OCBs), which are activities that an employee performs that benefit coworkers or the organization itself (Organ & Ryan, 1995). Examples of OCBs include helping a coworker with a heavy workload or volunteering for extra job duties. A decrease in counterproductive work behaviors (CWBs) is also linked to higher job satisfaction (Dalal, 2005). These behaviors (such as theft, sabotage, and misuse of company resources) harm the organization or its members

The humanitarian viewpoint, on the other hand, emphasizes that people deserve to be treated well and with respect and that job satisfaction is in some part a reflection of this treatment (Spector, 1997). On average, work constitutes about one-third of our waking hours, making it a significant part of most adult lives. Because people spend such a large amount of time at work, it is important that the job is something that they enjoy doing, at least to a certain extent. Not surprisingly, job satisfaction has yielded a strong relationship with overall life satisfaction (Bowling, Eschleman, & Wang, 2010). There is also a link between job satisfaction and the physical health of employees, with job

satisfaction associated with lower incidences of depression and anxiety and increased physical health (e.g., Fischer & Sousa-Poza, 2009).

Given the relationships between job satisfaction and the above organizational and personal outcomes, it is not surprising that a large portion of the I/O literature is dedicated to this topic. Much of this research has examined the antecedents of job satisfaction. Generally there are two main perspectives for the potential causes of job satisfaction: environmental theories and dispositional theories. The environmental viewpoint focuses on the factors of various job components causing an employee to be satisfied or dissatisfied. In these theories, one's job satisfaction is primarily the responsibility of the organization and is out of the hands of the individual. Research on environmental influences on job satisfaction has found that these factors typically account for less than 20% of the variance in job satisfaction (e.g., Fox, Dwyer, & Ganster, 1993; Judge, Bono, & Locke, 2000; Spector & Jex, 1991).

Dispositional theories focus on the underlying and generally stable characteristics of the employee. In these theories, the underlying stable personality characteristics predispose one to have a characteristic level of job satisfaction which is stable throughout life and, similar to environmental theories, out of the hands of the individual. Research on the heritability of job satisfaction has found that about 30% of the variance is genetic (e.g., Arvey, Bouchard, Segal, & Abraham, 1989).

Both of these traditional perspectives view job satisfaction as an attitudinal variable that is out of the hands of the individual. Neither of these viewpoints provides much optimism for those who are unhappy with their job. Recent research on job

crafting, however, has provided a source of optimism for changing job satisfaction levels. Job crafting is the processes by which employees actively shape their job to fit their individual needs. In this paper, I will discuss the fundamentals of the current job crafting model and draw from the existing life happiness models to expand the concept of job crafting. I will explore how job crafting is currently used by employees and investigate potential predictors, mediators, and outcomes. I expect to find that certain personality characteristics will be predictors of job crafting in general and will also have effects on the types of job crafting used and the effectiveness of job crafting methods. I will also explore the outcomes of job crafting, expecting it to have an effect on job satisfaction as well as affective organizational commitment. Finally, I will make some suggestions for further investigating the job crafting model and discuss how job crafting might be more effectively implemented. Taking into account the variance accounted for by the two traditional perspectives, the variance in job satisfaction accounted for by job crafting may be up to 50%. Introducing this expanded perspective on job satisfaction first requires a fundamental understanding of the extant literature on the topic; therefore, I begin with a comprehensive review of the job satisfaction literature to date.

Traditional Approaches to Studying the Antecedents of Job Satisfaction

As briefly discussed above, the two main approaches to studying job satisfaction have focused on either the work environment or an employee's stable personality characteristics. In this section I will go into greater detail on the contributions of these two perspectives.

Environmental causes of job satisfaction. The situational factors affecting job satisfaction are characteristics of the job environment itself or any other factors associated with the job. One of the dominant theories in this area is the Job Characteristics Model (JCM) introduced by Hackman and Oldham (1976, 1980) which identifies five core characteristics of the work itself: task identity, task significance, autonomy, skill variety, and feedback. The presence of these five factors leads to psychological states which in turn lead to job satisfaction and other organizational outcomes (e.g., Hackman & Oldham, 1976, 1980). Support for the JCM has been mixed. For example, Spector and Jex (1991) found that observer ratings of job characteristics were not correlated with job satisfaction, whereas Fried and Ferris (1987) found that self-reported job characteristics were strongly related to job satisfaction.

In a recent study on job characteristics, Humphrey, Nahrgang, and Morgeson (2007) performed a meta-analysis in which they added in several other aspects of what they labeled *work characteristics*. This included Hackman and Oldham's original five items but also included several other motivational, contextual, and social characteristics. Humphrey et al. (2007) found that not only were the original job characteristics related to job satisfaction, but the additional items accounted for a substantial increase in variance accounted for. The motivational characteristics of task variety, information processing, and job complexity were added into original JCM, which taken together accounted for 34% of the variance in job satisfaction. Social characteristics (task interdependence, feedback from others, interaction outside the organization and social support) and context characteristics (physical demands and work conditions) all had significant relationships with job satisfaction and explained an additional 17% and 4%, respectively, of variance

above and beyond the motivational characteristics. This model includes several of the factors discussed above, showing that when the work environment is defined more broadly it can account for a larger percentage of variance in job satisfaction.

Job stressors have also been identified as contributors to job satisfaction levels. Role ambiguity, role overload, and role conflict have all been linked to decreased levels of job satisfaction (e.g., Jackson & Schuler, 1985; Spector & Jex, 1998). Role ambiguity results from not having a clear definition of the tasks that are within one's job requirements whereas role overload is a function of not having enough time to complete given tasks. Role conflict consists of two types, intra-role conflict and extra-role conflict. Intra-role conflict results when an employee is given competing work tasks to perform whereas extra-role conflict results from an employee having multiple positional obligations to fulfill at a given time. Extra-role conflict can include specific types, such as work-family conflict, which put strain on an employee and leads to decreased job satisfaction (e.g., Cooke & Rousseau, 1984). Organizational variables affect job satisfaction levels as well. For example, organizational constraints are environmental factors that interfere with how an employee can perform their job and can include things such as a lack of resources or inadequate equipment to perform a task. Indeed, Spector and Jex (1998) found organizational constraints to have a significant negative correlation with job satisfaction.

Interpersonal treatment is another environmental variable that can lead to increased or decreased job satisfaction. Work relationships are a significant determinant of general well-being (Loscocco & Spitze, 1990) and are also an important source of finding value and meaning in one's job (Gersick, Bartunek, & Dutton, 2000;

Wrzesniewski, Dutton, & Debebe, 2003). If an employee is subjected to mistreatment at work, such as harassment or conflict with a coworker, this generally leads to decreases in job satisfaction (Bowling & Beehr, 2006). On the other hand, a strong support system at work can lead to increases in job satisfaction; however, the role social support plays in the stressor-strain relationship is not clear. For example, if an employee has a strong social support system at work, this may serve as a buffer against the strains produced by job stressors; however, some studies indicate that social support reduces the incidences of stressors and strains an employee experiences (Viswesvaran, Sanchez, & Fisher, 1999). While the role of social support is not entirely clear, it has consistently been shown to be beneficial for reducing the amount of strain an employee experiences.

All in all, the environmental view points out various aspects of the job or organization that affect job satisfaction and these variables are beyond the control of individual employees. The implications of this view are that it is up to an organization to make its employees more satisfied; however, we know from existing research that organizational interventions generally do not have lasting effects on job satisfaction (e.g., Campion & McClelland, 1993; Griffin, 1991). This research will be discussed in greater detail in a later section. Environmental theories dominated the job satisfaction literature until the 1980s, when researchers began investigating dispositional contributors. Since the 1980s there has been a shift away from the exclusive focus on environmental causes and toward dispositional causes of job satisfaction, although environmental causes still remain a large part of the literature.

Dispositional causes of job satisfaction. Much of the early research in dispositional causes of job satisfaction had to do with the temporal stability of job

satisfaction, such as the work of Staw and Ross (1985). Other dispositional research looked beyond stability. After examining the differences in job satisfaction ratings between identical twins, Arvey et al. (1989), for example, reported that as much as 30% of the variance in job satisfaction is heritable. Several longitudinal studies have also been undertaken to understand the stability of job satisfaction and found that job satisfaction is correlated across time and across different jobs (e.g., Newton & Keenan, 1991; Staw & Ross, 1985). Staw, Bell, and Clausen (1986) also found that dispositions measured in childhood could be used to predict job satisfaction ratings up to fifty years later.

More recently dispositional research has drifted away from these longitudinal studies of job satisfaction and looked more directly at the relation of personality traits to job satisfaction. In a meta-analysis, Judge, Heller, and Mount (2002) found that four out of the five Big Five personality traits were significantly correlated with job satisfaction. Specifically, Neuroticism, Conscientiousness, Agreeableness, and Extraversion each correlated significantly with job satisfaction. Positive affectivity (PA) and negative affectivity (NA) have also been consistently linked to job satisfaction (Agho, Mueller, & Price, 1993; Levin & Stokes, 1989; Necowitz & Roznowski, 1994; Watson & Slack, 1993). Watson, Clark, and Tellegen (1988) characterize PA as the “extent to which a person feels enthusiastic, active, and alert” and NA is a “general dimension of subjective distress and unpleasurable engagement.” A meta-analysis by Connolly and Viswesvaran (2000) found that both PA and NA were significantly correlated with job satisfaction. Specifically, PA yielded a corrected correlation of .49 and NA yielded a corrected correlation of -.33 with job satisfaction.

Several explanations for the relationship between dispositions and job satisfaction have been examined by researchers and are described as being either indirect or direct effects. One indirect effect includes the possibility that dispositions influence the jobs which people self-select into which then determines their job satisfaction (Judge et al., 2000). Another indirect possibility is that personality traits affect the job which one gets hired into and the job characteristics, in turn, influence job satisfaction (Dormann & Zapf, 2001).

Theories of direct effects of personality on job satisfaction are more common than theories of indirect effects. One theory is that dispositions influence how a person perceives their job, which in turn impacts their job satisfaction (e.g., Levin & Stokes, 1989; Necowitz & Roznowski, 1994). Whereas the indirect theories postulated that dispositions would result in people working in different jobs, this direct theory postulates that dispositions do not influence selection decisions but instead affect the perceptions of job characteristics. In other words, if a company hires a high-NA person and a high-PA person for the same position, the high-PA may still be more satisfied even though the job environments are objectively the same for both employees. Indeed it may be that the perceptions of the job environment have more influence on job satisfaction than do objectively measured job characteristics themselves (Judge, Locke, Durham, & Kluger, 1998).

Also, Bowling, Beehr, Wagner, and Libkuman (2005) suggest that stable dispositions may affect employees' responses to workplace events. Researchers have found that people high in trait NA are more sensitive to negative events, whereas people high in trait PA are more sensitive to positive events (e.g., Brief, Butcher, & Roberson,

1995; Larsen & Ketelaar, 1989, 1991). Conversely, it is possible that people respond similarly to workplace events but the person's disposition influences how quickly they return back to their baseline after an event (Bowling et al., 2005). Dispositions may also be responsible for determining one's job satisfaction baseline, also referred to as a "set point" or adaptation level (Bowling et al., 2005). I will elaborate further on set-points and adaptation levels in a subsequent section.

The implications of dispositional theories are similar to those of environmental theories in that both suggest that employees have little control over their job satisfaction. In the case of dispositional theories it is not their organization but their own personality which is inhibiting any substantial gains in job satisfaction. Clearly job satisfaction would be difficult to change if it is determined by one's personality, as personality is considered to be relatively stable across time (e.g., Arvey et al., 1989; Staw & Ross, 1985). Again, as is the case of environmental theories, any interventions aimed at increasing job satisfaction will be unsuccessful because employees will generally return back to baseline. Although it is unethical, if employers hired based on the implications of dispositional theories they may choose to hire those people higher in dispositions such as PA, knowing that they are likely to have higher job satisfaction.

Overall, both of these traditional theories make the general assumption that people have little control over their own level of job satisfaction. In the environmental theory, it is the organization which determines job satisfaction and in the dispositional theory it is one's own genes which determine job satisfaction. Much of the current work on the effect of work interventions on job satisfaction supports the stability of job satisfaction. I will

review this literature below and provide some explanation for the ineffectiveness of organizational interventions.

Changing Satisfaction Levels

Satisfaction levels can be affected for many reasons. These effects have been studied both in the I/O and general happiness literatures and much can be learned from reviewing both areas. First, I will briefly discuss changing happiness levels in the general happiness literature and then explore the I/O literature on job satisfaction change in more detail.

Changes in overall satisfaction. Change and adaptation have been discussed in the general happiness literature for much longer than they have been in the I/O literature. Theories of change and adaptation in job satisfaction are borrowed from these more general theories of happiness and much of the optimism in changing job satisfaction levels, which I will discuss at the end of this section, comes from this field.

It has long been understood that changes in everyday life often do not have lasting effects on happiness. These changes are usually a change in circumstances, such as moving to a new city or getting married. Often there is an increase or decrease in satisfaction directly after the change, but this tapers off after a while. One reason that this surprises many people is that most do not realize what will make them happy in the long term. Research has repeatedly shown that people are not as happy or upset as they predicted they would be after an event occurs (e.g., Igou, 2004; Wilson & Gilbert, 2005). Another reason for the lack of lasting effects is that people are able to rapidly adapt to

these changes in circumstance. These theories of adaptation will be discussed in detail later in this section.

Changes in job satisfaction. Changes in job satisfaction can occur for several reasons. For example, transitioning to a new job (either voluntarily or involuntarily) and organizational interventions both have effects on employee's job satisfaction; however, these changes do not seem to last, as is the case for circumstance changes in general happiness.

Job change. In the course of one's career, one often makes the transition between several jobs. This is becoming even more relevant in today's workplace with fewer companies and workers supporting the traditional career model of work, where an individual stays with an organization throughout his or her career and moves up through the hierarchy (O'Mahony & Bechky, 2006). Today's workers hold an average of 11 different jobs between the ages of 18 and 42 (Bureau of Labor Statistics, 2006), making the effect of transitioning between jobs increasingly relevant.

As discussed above, some longitudinal studies have found that job satisfaction is relatively stable across time and across jobs (Staw & Ross, 1985) and also that job satisfaction may increase when an employee begins a new job (Newton & Keenan, 1991). Boswell, Boudreau, and Tichy (2005) were able to use the relatively uncommon method of observing people through part of the job change cycle. In their study, Boswell et al. (2005) followed a group of managers that had been targeted by a large executive search firm. This longitudinal study showed that shortly after starting in new positions employees experienced an initial increase in job satisfaction, which the researchers

labeled a *honeymoon effect*, followed by a decline in satisfaction, labeled a *hangover effect*. This honeymoon/hangover effect was also observed among newcomers in a study by Boswell, Shipp, Payne, and Culbertson (2009) with most people experiencing an increase in satisfaction after starting a new job. This increase began to decline after six months and taper off after one year, with the difference between satisfaction levels at the prior and current job becoming smaller over time.

Boswell et al. (2005) gave several potential reasons for the honeymoon effect. First, the dissatisfying aspects of the former job may be more salient to employees, whereas they may not yet be aware of the dissatisfying aspects of their new job. Also, employees may be more committed to the new job, especially if the transition was voluntary. Organizations are more likely to put their best foot forward when actively seeking out new employees, emphasizing their best attributes and downplaying the negative aspects, which may lead to higher satisfaction in anticipation of these benefits (Ashforth, 2001). Boswell et al. (2009) also state that it appears to be employees' feelings about their former job that color their feelings about their current job.

Organizational interventions. Organizations frequently undergo changes to their structuring or everyday functioning, often in an effort to increase productivity or effectiveness. In general, these interventions are not directly focused on altering employees' job satisfaction levels but often this happens as a result of the change.

Several studies have explored these organizational interventions and the effects they have on job satisfaction levels. For instance, Griffin (1991) studied the effects of work redesign at a large banking organization. He found that the redesign significantly

improved employee perceptions of the five dimensions in Hackman and Oldham's (1976, 1980) JCM and these changes lasted throughout the four year duration of the study. Job satisfaction increased shortly after the intervention but returned to pre-intervention levels by the next measurement period two years after the intervention, even though perceptions of job characteristics maintained their increase, which challenges the theory of environmental factors being a lasting determinant of job satisfaction.

Other studies have also documented this temporary increase in job satisfaction after an organizational intervention. Campion and McClelland (1993) found that, similar to Griffin's (1991) study, job satisfaction increased immediately after an organizational intervention but returned to pre-intervention levels by the two year mark. Champoux (1978) found effects lasting an even shorter duration than Griffin (1991) and Campion and McClelland (1993). In his study, job satisfaction increased directly after the intervention but the gains had diminished after only one month.

Why doesn't change last? It is clear from the extant research that change seems to be fleeting. Brickman and Campbell (1971) labeled our static level of satisfaction the "hedonic treadmill." They stated that because we so rapidly adapt to changes in our lives, no matter how good our lives get we will eventually fail to perceive and appreciate the changes. Similarly, Kahneman (1999) identified what he called the "satisfaction treadmill." In this case, when things in our lives get better we will adapt to those changes and adjust our expectations so that we take for granted what we already have and it takes even more to increase satisfaction to a higher level.

There are several theories explaining why our satisfaction levels may remain at a constant state. Two of the main models for the stability of job satisfaction are opponent process theory (Solomon & Corbit, 1973, 1974) and adaptation-level theory (Helson, 1948). The models share several similarities and integration of the models has even been argued (Bowling et al., 2005). According to opponent process theory, people experience hedonic neutrality when emotionally arousing stimuli are not present. The hedonic neutrality level is not the same for all people – it is unique to every individual and may be determined by such things as personality characteristics. Adaptation-level theory also has a similar equilibrium level component, which is determined by using the sum of all earlier experiences as a frame of reference for future stimuli. A substantial difference between the two theories is that while the equilibrium level in adaptation-level theory may change as a response to new experiences, the equilibrium level in opponent process theory is fairly static.

Opponent process theory also differs from adaptation-level theory in that it does more to describe the actual process that occurs when a person is exposed to an emotionally arousing stimulus (Bowling et al., 2005). When an emotional arousing stimulus is presented, the first response is the primary process. The primary process is either a positive response to a pleasant stimulus or a negative response to an aversive stimulus. When the magnitude of this response exceeds the individual's threshold, another process labeled the opponent process is activated. This process works to bring the response back to a level that is within the individual's threshold; however, the opponent process is active for a longer duration than the primary process resulting in a hedonically opposite mood from the original emotional stimulus, called the overshoot effect. For

example, if a very positive emotionally charged stimulus is presented, the initial reaction will be positive due to the primary process; however, once the positive response becomes too intense for that individual the opponent process will become activated. The opponent process will cause the individual's response to decrease below hedonic neutrality so that the individual experiences a negative reaction to the positive stimulus, this is the overshoot effect. Once the opponent process wears off, the individual will return back to hedonic neutrality. It is also believed that the opponent process strengthens over time, resulting in positive stimuli causing a negative response as opposed to a positive one.

Both adaptation-level and opponent process theories have found support in non-work domains, such as in the study of general happiness (Bolger, DeLongis, Kessler, & Schilling, 1989; Brickman, 1975), but have not been explicitly tested in the I/O literature. One application of these theories to I/O is the Cornell model (Hulin, 1991; Smith, Kendall, & Hulin, 1969), which applies adaptation-level theory to the study of job satisfaction. The Cornell model theorizes that people determine their job satisfaction by comparing their current working conditions against their adaptation level, which is influenced by previous experiences including former jobs and economic conditions. The studies of work redesign and job change discussed above provide support for these theories, but because the theories have not been explicitly tested it cannot be parsed out from those studies what is actually taking place.

Within the dispositional and environmental models of job satisfaction, the finding that increases in satisfaction are fleeting is very disheartening. It seems that we are doomed to remain at our current level of job satisfaction throughout our lives, meaning

that if someone is at a low level there is little hope things will ever get better; however, there are some sources of optimism for attitude change.

Sources of optimism. While the traditional job satisfaction models give us little hope at changing job satisfaction levels, there are several sources of optimism in changing happiness levels in the general happiness literature. Judging by the high correlations of job and life satisfaction, it is expected that if increases in general happiness are achievable then increases in job satisfaction are achievable as well.

One reason for optimism is that older people are generally found to be happier than younger people (e.g., Charles, Reynolds, & Gatz, 2001; Diener & Suh, 1998; Roberts & Chapman, 2000; Sheldon & Kasser, 2001). Sheldon and Kasser (2001) state that increases in happiness may be due to older people being more effective at choosing appropriate life goals and achieving these goals. It is also possible that the accumulation of life experiences have contributed to a more realistic adaptation level.

There are also several motivational, behavioral, and cognitive factors linked to increases in well-being. Striving for and achieving personal goals has been linked with happiness (e.g., Kasser & Ryan, 1996; Sheldon & Houser-Marko, 2001). Several behavioral activities such as exercising or practicing kindness (e.g., Ransford & Palisi, 1996; Stewart, Mills, Sepsis, King, McLellan, Poitz, & Ritter, 1997) and cognitive activities such as counting one's blessings and remaining optimistic (e.g., Bandura, 1997; Emmons & McCullough, 2003; Scheier & Carver, 1993; Taylor & Brown, 1988) are also linked to happiness and increases in happiness. Behavioral and cognitive activities have

also resulted in decreases in NA and depression (e.g., Gloaguen, Cottrauz, Cucherat, & Blackburn, 1998).

Several studies have used the above motivational, behavioral, and cognitive factors as interventions to increase general happiness and have found several types of activities that have been shown to have lasting effects. For example, Fordyce (1977, 1983) assigned several different happiness-inducing strategies to students and found that students who performed the activities were generally happier than students in a control group. Lyubomirsky, Tkach, and Sheldon (as cited in Lyubomirsky, Sheldon, & Schkade, 2005) performed two separate studies aimed at increasing happiness. Both of their assigned activities, performing acts of kindness and keeping a gratitude journal, were found to increase general happiness under optimal timing conditions. Keeping a gratitude journal was also found to be an effective happiness-increasing intervention in other studies (e.g., Emmons & McCullough, 2003; Seligman, Steen, Park, & Peterson, 2005).

It has consistently been shown that job satisfaction is stable across time and jobs; however, as shown in this section, several studies have shined some hope on the prospect of increasing satisfaction levels. The interest in positive psychology and making sustainable changes in happiness levels, both in general and at work, is gaining more ground in the literature. In the I/O literature several different satisfaction-increasing strategies have been identified, mostly focused on changing the job tasks or environment to suit the employee's needs. In the following section I will discuss some of these models, focusing on the current job crafting model and areas for expansion.

Job Crafting – The Pursuit of Happiness at Work

Wrzesniewski and Dutton introduced the term *job crafting* to describe “... the physical and cognitive changes people make in the task or relational boundaries of their work” (2001, p. 179). The term was new but the concept was influenced by previously studied ideas such as employee proactivity, which is discussed in more detail below. Job crafting is unique in that it focuses on the specific activities people perform in order to alter job elements and perceptions of the job. This allows employees to not only respond to job characteristics, as in the JCM, but also allows them to shape the job characteristics themselves and affective responses to them. The model proposed in this paper is an extension of job crafting and takes into account not only work-related activities people perform on the job, but also non-work related activities people perform on the job (e.g., online shopping) and work-related activities people perform away from the job (e.g., physical exercise). Berg, Grant, and Johnson (2010) refer to these activities that take place outside of work as “leisure crafting” but they are not included in the traditional job crafting models.

Job crafting may provide incremental validity over and above the traditional antecedents of job satisfaction. As previously discussed, environmental factors are only shown to explain about 20% of the variance in job satisfaction (e.g., Judge et al., 2000), whereas dispositional factors are shown to explain about 30% (Arvey et al., 1989). This leaves up to 50% of the variance in job satisfaction unaccounted for and job crafting may be a large contributor to this unexplained variance.

Types of job crafting. Wrzesniewski and Dutton (2001) divided job crafting into three different types: formal task, relational, and cognitive. Formal task crafting involves changing the physical working conditions or the behaviors that the employee performs throughout the day. This may involve things such as changing how tasks are done or taking on additional tasks at work. O'Mahony and Bechky (2006) introduced the notion of *stretchwork*, which fits into the formal task area of job crafting. Stretchwork involves taking on additional tasks at work that are generally outside of an individual's job in order to gain additional expertise. This concept is particularly relevant in today's economy where the ideal career model has essentially disappeared and people cycle through several different jobs. Any new skills gained on the job will make the employee more adept and better qualified for future positions.

Relational job crafting is concerned with interpersonal relationships at work. Social support has frequently been shown to impact job satisfaction ratings (e.g., Chiaburu & Harrison, 2008; Humphrey et al., 2007) so creating and strengthening interpersonal relationships may have effects on job satisfaction either directly, or through the act of buffering the effects of stress on an employee (Cohen & Wills, 1985). Another example of relational job crafting would be to alter the tasks of the job so that the employee is able to interact with customers more or less frequently. Because job crafting is not necessarily beneficial to the organization, relational job crafting may include an employee choosing to limit their interaction with customers or coworkers in an effort to avoid frustration. This type of crafting may be detrimental to that employee's productivity or to the organization itself.

Cognitive job crafting involves changing the individual's perceptions of the job. The cognitive aspects of job crafting have been studied extensively in people performing what is considered *dirty work*. Dirty work consists of jobs that are generally considered disgusting or degrading (Ashforth & Kreiner, 1999). In their study, Ashforth and Kreiner (1999) identified several different cognitive processes that people go through in an attempt to reconcile their "dirty" jobs with their self-image. Two of the techniques, reframing and recalibrating, involve employees focusing on the positive outcomes of their work or focusing on tasks they perform daily (e.g., a construction worker may enjoy that he is performing a traditionally masculine role). Reframing may also take the form of "neutralizing" the negative aspects of the job through several techniques (Ashforth & Kreiner, 1999). For example, employees may repeatedly tell themselves or others that they are simply performing a job (e.g., a bill collector rationalizes that the debtors are angry about the situation, not at the actual collector) and that they are doing nothing wrong. Also, if the profession is one that causes harm to others, workers may rationalize that the victim deserved whatever happened to them.

Another cognitive process Ashforth and Kreiner (1999) identify as a means for accepting dirty jobs is refocusing. This process is different from reframing and recalibrating in that it entirely overlooks the job itself and focuses on other rewards of the occupation. These rewards can be extrinsic rewards (e.g., pay or social interaction) or progress toward long-term goals. Because external rewards and long-term goals are more distal than the daily hassles of the job, it is harder to maintain a positive self-image and increased job satisfaction with this tactic alone.

Motivations for job crafting. Wrzesniewski and Dutton (2001) identify three motivating factors for engaging in job crafting. First, employees may engage in job crafting to maintain interest in their job and motivation at work. Second, because work is a large part of self-identity for most people they are motivated to protect and enhance their own self-image by shaping the job to suit their needs. Lastly, shaping certain aspects of the job may serve to enrich social interactions at work (Baumeister & Leary, 1995). As mentioned previously, job crafting is directed at increasing person-job fit and is not necessarily goal-oriented or beneficial to the company (Tims, Bakker, & Derks, 2012).

Bowling (2012) identified two scenarios in which employees may decide to use job crafting. First, in reactive scenario, job crafting may be used to increase satisfaction levels when an individual feels their satisfaction level is threatened. This may involve satisfaction levels dropping below a certain threshold. Once the satisfaction level decreases beyond that individual's threshold they will respond by performing job crafting activities to increase satisfaction levels at least back to the threshold level. Job crafting may also be enacted when the satisfaction level is on a downward trend, even if it has not yet passed the individual's threshold (Bowling, 2012). Both of these scenarios would be considered a reactive use of job crafting because only when satisfaction levels are threatened does the employee engage in job crafting. The second scenario in which job crafting would be enacted is a proactive scenario. In this situation, job crafting would be used continuously to ensure that the satisfaction level stays high, or above threshold (Bowling, 2012). It is in this second scenario where job crafting may be especially useful. Instead of waiting for satisfaction levels to decrease before taking action, an employee

can consistently perform job crafting activities to ensure that their satisfaction level remains high.

Distinguishing job crafting from other constructs. While job crafting has significant overlap with other constructs purported to increase job satisfaction it also offers a unique opportunity to employees, as described above. I will discuss some of the overlap with other constructs and also point out in which ways the job crafting model builds upon or is distinct from each.

Proactive personality. Proactive personality is the extent to which people initiate or maintain changes in their environment and is considered a fairly stable dispositional trait (Bateman & Crant, 1993). People with this characteristic not only work to change their current circumstances, they also seek out new opportunities for growth (Thomas, Whitman & Viswesvaran, 2010). The definition alone sets it apart from the other constructs discussed in that it is considered a stable trait rather than a thought process or behavior. Proactive personality may be a predictor for several of the other employee proactivity constructs, seeing as one would be more likely to engage in change-oriented behavior if they have a strong proactive characteristic. While proactive personality is correlated with conscientiousness (Bateman & Crant, 1993; Thomas et al., 2010), it has been found to account for incremental variance in job performance over and above the Big Five personality characteristics. Thomas et al. (2010) found proactive personality to be positively related to job satisfaction.

Taking charge. Taking charge involves goal-oriented behavior that affects organizational functioning and is beneficial to the organization (Morrison & Phelps,

1999). The condition of being beneficial to the organization differentiates taking charge from job crafting, which does not have this emphasis on organizational goals but is rather an effort to increase the fit between the employee and their job. Taking charge is also thought of as being less tied to attitudinal variables than it is to factors such as self-efficacy so the relationship with job satisfaction may be somewhat weaker than the other constructs mentioned. There were not enough studies relating taking charge to job satisfaction for it to be included in the meta-analysis by Thomas et al. (2010).

Voice. Voice reflects employees engaging in behavior or dialogue that is productive and change-oriented (LePine & Van Dyne, 1998). Voice is theorized to be closely tied to job satisfaction because it is used by people to eliminate dissatisfaction, not necessarily to benefit the organization (Withey & Cooper, 1989). The goal of voice is to change elements of the job that people are unhappy with, as opposed to avoiding or merely criticizing these elements (Thomas et al., 2010). Indeed, the Thomas et al. (2010) meta-analysis found voice to be correlated with job satisfaction. Voice can include such things as filing grievances, joining a union, or discussing problems with a supervisor or upper management. While voice may be one technique used by employees engaging in job crafting, it is a much more narrowly defined construct and is generally a reactive approach whereas job crafting can be applied as a proactive approach, as discussed previously.

While all of these constructs have similarities, the most distinguishing feature between them is the motivation behind them. Like taking charge and proactive personality, job crafting can be a proactive approach but it goes beyond these constructs

in that it offers employees ways in which to shape their work environment to fit their needs and combat the effects of adaptation.

Advantages of job crafting. Job crafting provides hope for those who are dissatisfied with their jobs. Unlike the traditional antecedents of job satisfaction, job crafting is directly under the control of the worker. There are several advantages to the use of job crafting rather than circumstance changes because the latter are prone to hedonic adaptation, as discussed above. Job crafting on the other hand may be resistant to this type of adaptation owing to the fact that it is often episodic and transient. Indeed, in certain cases job crafting may present a direct challenge to the adaptation suffered by chronic circumstances. For example, practicing a job crafting activity such as gratitude may present the opportunity to refresh the positive aspects of the chronic job circumstances in one's mind. Taking a moment to appreciate one's current situation may refresh the initial satisfaction boost that the circumstantial change first produced (Lyubomirsky et al., 2005).

As mentioned above, job crafting may provide a unique opportunity to people employed in dirty work fields. Clearly there are troubling aspects of these occupations over which the employees have little direct control. Job crafting would provide the opportunity to mentally or behaviorally counteract the negative aspects of the workplace. Those working in dangerous jobs, such as a police officer or firefighter may also receive substantial benefits from job crafting to counteract the hazardous or disturbing aspects of work. For example, a crafting activity such as focusing on the positive outcomes of their work may be beneficial to a firefighter.

In addition, job crafting provides opportunities to those working outside of their desired career field. Clearly not all employees are in their ideal job due to many outside influences such as lack of suitable employment in a poor economy, lack of job-relevant skills, or other external pressures. Job crafting may be particularly useful to people who are working in less than ideal jobs and conditions that do not naturally afford much in the way of job satisfaction.

Limitations of the current job crafting model. While job crafting and the other satisfaction-increasing models described here have clearly made a major contribution to the I/O literature, there are several limitations in these models and areas for improvement. One limitation is that the majority of research on job crafting has been qualitative data, typically in the form of employee interviews. While this approach is useful for gathering information about the various tasks that people perform, this type of data makes it difficult to compare across jobs or find underlying activities that employees of several different jobs tend to utilize. Also, employees may be reluctant to admit to performing less desirable behaviors, especially in an interview.

Tims et al. (2012) introduced the generic Job Crafting Scale (JCS) as an empirically-based measure that can be used across jobs. Analysis of the scale revealed four different dimensions in job crafting: increasing structural job resources, increasing social job resources, increasing challenging job demands, and decreasing hindering job demands (Tims et al., 2012). The researchers also found that the first three dimensions yielded positive correlations with work engagement, proactive personality and personal initiative, while having a negative correlation with cynicism. Conversely, the “decreasing hindering job demands” dimension yielded no relationship with personal initiative, work

engagement or the other three dimensions, suggesting that this dimension is relatively independent from the other three. The Tims et al. (2012) study was a major contribution to the job crafting literature in that it introduces a quantitative measure, enabling researchers to investigate incidences of job crafting across jobs and allowing for more generalizability of findings.

Another limitation of the existing research is that the models described above include only work-focused behaviors. This should not be surprising, given that it is referred to as “job crafting.” That is, the models focus on actions that have to do with changing the job tasks themselves, patterns of social interactions, or perceptions of the characteristics of the job environment. Little attention is paid to increases in job satisfaction that may result from non-work related activities that are performed on the job (e.g., listening to music) although it is easy to see how they may contribute to job satisfaction levels given that activities such as listening to music at work have been shown to reduce stress (Haake, 2011). Also, the models only focus on activities that can be performed while actually at work, not taking into account activities that may be performed outside of work but that still have an effect on job satisfaction. Again, we can see how an activity such as discussing positive work experiences with family members may increase job satisfaction. By bringing in aspects of satisfaction-increasing strategies from the general happiness literature I will attempt to address these limitations and create a more robust model of job crafting. I will also build upon the JCS to create a more comprehensive empirical measure of job crafting activities.

Expanding the Model of Job Crafting

Intentional activities (IAs) are a relatively new area of study in the happiness literature. Originating from the ideas of positive psychology, IAs study and expand upon the things that people regularly do to increase their levels of well-being. Intentional activities are defined as discrete actions or practices in which people can choose to engage in to attempt to increase their overall level of well-being (Lyubomirsky et al., 2005). These activities differ from chronic circumstance changes, although some personal characteristics may be life circumstances as well as IAs (Lyubomirsky et al., 2005). For example, being a student is a life circumstance but applying considerable effort into being a student by self-setting goals to keep the experience fresh can be considered an IA. The same is also true for an employee. Being an employee of a company is a demographic variable, but the efforts applied to being an employee may be considered IAs. Due to the discrete nature of IAs, they are less prone to hedonic adaptation and may even present a direct challenge to the adaptation of life circumstances (Sheldon & Lyubomirsky, 2006), as in the example of the student presented above.

While there is some overlap between the current job crafting literature and IAs, the inclusion of IAs would be a significant expansion of the job crafting model. As discussed above, job crafting traditionally does not include any activities that take place outside of the work environment. For example, an employee may talk about the positive aspects of their job to friends at a non-work related dinner. This activity would not generally be addressed as a job crafting incident because it does not take place at work; however, it is easy to see how talking to others about the positive aspects of one's job may increase job satisfaction. Job crafting also does not include activities that take place

at work but are essentially non-work related. An employee listening to music at work is not traditionally included as a job crafting activity, but it is considered an IA, as music has been shown to improve mood and reduce stress at work (Haake, 2011). Listening to music at work on a regular basis may result in a general increase of mood at work, thereby affecting the employee's job satisfaction. The inclusion of the IAs literature would provide a substantial increase in the amount of activities purported to affect job satisfaction under the job crafting label.

One of the earliest empirical studies of IAs set out to determine what IAs people use in their everyday life and how these activities related to personality constructs (Tkach & Lyubomirsky, 2006). In this study, the researchers asked undergraduate students to "list things that [they] do to maintain or increase [their] happiness level" (Tkach & Lyubomirsky, 2006). From this open-ended question, 66 items were taken to use in subsequent studies. The researchers factor-analyzed these items and created a final list of eight different happiness-increasing strategies: mental control, passive leisure, instrumental goal pursuit, direct attempts, social affiliation, religion, partying/clubbing, and active leisure.

Most of the IAs studied by Tkach and Lyubomirsky (2006) were found to predict unique variance in happiness levels above and beyond personality variables alone. While most of the happiness-increasing strategies had a positive relationship with life satisfaction, mental control (e.g., trying not to think about things that make one unhappy) yielded a negative relationship. Indeed, mental control was shown to have the strongest relationship (inverse) with satisfaction. While some IAs are already incorporated into the

job crafting model, there are many areas where the job crafting model can be expanded to include activities that are not directly work-related.

In the present study I will use techniques similar to those of Tkach and Lyubomirsky (2006) to identify different factors in job crafting activities. However, I will have a pre-generated list of possible job crafting activities along with an open-ended question. I chose to use a pre-generated list because I believe there are some job crafting activities that employees perform without being fully aware of their motivation, this may be especially true for some cognitive job crafting activities (e.g., counting one's blessings). If employees are not consciously aware of their motivations they may fail to list relevant activities if only given an open-ended question; however, they may be likely to endorse the item if it is presented.

I will examine the factor structure of job crafting activities in order to parse-out how many dimensions actually comprise job crafting. Wrzesniewski and Dutton (2001) theorized three types of job crafting, whereas Tims et al.'s (2012) factor-analysis revealed four dimensions. I am expecting to find significantly more dimensions due to the inclusion of IAs. I believe that overall the job crafting activities will yield positive relationships with job satisfaction; however, I am expecting a few negative relationships to occur, as was the case in previous research (Tims et al., 2012; Tkach & Lyubomirsky, 2006). I also expect personality and situational characteristics to have an effect on the amount of job crafting an employee engages in and which types of activities they choose to do. These predictors are discussed in greater detail below.

Overall, I am anticipating that the use of quantitative data will shine more light on the nature of job crafting. Also, using quantitative data and developing a comprehensive scale of job crafting activities will provide a stronger foundation for the study of this model and allow for greater ability to investigate potential predictors, mediators, and outcomes.

Predictors of job crafting. I expect that several different personality and situational variables will be predictors of job crafting. Employee personality has its influence from within the individual, affecting that employee's likelihood of engaging in job crafting. On the other hand, situational variables influence job crafting from the outside and affect which types of activities and employee may be able to engage in.

Personality predictors. I expect several personality traits will be predictors of the amount of job crafting activities an employee engages in and which types of activities an employee chooses to use. I expect that employees with an internal work locus of control (WLOC) will be more likely to engage in job crafting in general. Employees with an internal WLOC believe that they have more control over what happens to them at work and that rewards and outcomes are a direct result of their behavior; whereas those with an external WLOC believe that outcomes and rewards are a result of outside influences (Spector, 1988; Wang, Bowling, & Eschleman, 2010). Those with an external WLOC believe that ultimately the organization or other outside factors are responsible for how satisfied they are at work, leading to a sense of helplessness which may prevent those employees from engaging in behaviors to try to increase their job satisfaction. Because employees with an internal WLOC believe that their actions have a direct influence on

work outcomes this will make them more likely to enact changes that they believe will increase their job satisfaction.

Hypothesis 1: Internal WLOC will be positively related to incidences of job crafting.

As discussed above, proactive personality is the extent to which people generally initiate or maintain changes in their environment and seek out new opportunities for growth (Bateman & Crant, 1993; Thomas et al., 2010). This personality characteristic would logically lead to employees engaging in activities to increase or maintain their current level satisfaction in general and in the face of direct threats. Indeed, Tims et al. (2010) found proactive personality to be significantly related to all four dimensions of job crafting assessed by the JSC. I expect to find the same relationship: employees with a proactive personality will be more likely to engage in job crafting activities.

Hypothesis 2: Proactive personality will be positively related to incidences of job crafting.

Situational variables as predictors and moderators. Several situational variables may predict the use of job crafting. While many situational variables are expected to be barriers to job crafting in general, there are opportunities for cognitive crafting that may be less affected by these factors (Berg, Wrzesniewski, & Dutton, 2010). For example, it would be very difficult for an employer to try to control what thought processes an employee engages in at (or about) work. Due to the results of pilot testing (discussed in further detail in the Methods section) I chose to separate job crafting activities into two categories: cognitive and behavioral. Accordingly, I expect the situational variables to be

negatively related to incidences of behavioral job crafting, but I do not expect cognitive job crafting to be strongly affected.

In addition to the situational variables being predictors of job crafting, I also expect these variables to moderate the relationship between personality traits and job crafting. If situational factors prevent job crafting then personality variables (e.g., proactive personality) will not have an opportunity to be expressed through job crafting. For example, if a job is very strict in stating what actions employees can perform throughout the day, employees with a strong proactive personality will not have be able to job craft the way they might otherwise. For this reason, I am expecting personality to be more strongly related to job crafting when situational variables are less stringent. Again, I believe these restrictions will be most apparent in behavioral crafting whereas cognitive crafting will be less affected due to the fact that it is more difficult for the organization to control.

One situational variable that affects job crafting is task interdependence, or how an individual's job relates to or depends on the jobs of others (Wrzesniewski and Dutton, 2001). For example, because their job fits into a specific position in the manufacturing process, the high task interdependence of an assembly line worker would leave little room to job craft. Changing how the job is performed may result in errors or delays in the manufacturing process. On the other hand, a position with low task interdependence such as a hairdresser would allow the employee more freedom to job craft. The hairdresser is not very dependent on their coworkers to perform the job and therefore is better able mold the job to fit his or her needs. Pearce and Gregersen (1991) found that task interdependence was related to extra-role behavior, although the relationship was

mediated by felt responsibility. In accordance with the predictions of Wrzesniewski and Dutton (2001), I expect task interdependence to be negatively related to incidences of behavioral and formal task job crafting.

Hypothesis 3: Task interdependence will be negatively related to incidences of behavioral job crafting.

Hypothesis 4: Task interdependence will moderate the relationship between proactive personality and behavioral job crafting. Specifically, proactive personality will be more strongly related to behavioral job crafting when task interdependence is low than when it is high.

Hypothesis 5: Task interdependence will moderate the relationship between WLOC and behavioral job crafting. Specifically, WLOC will be more strongly related to behavioral job crafting when task interdependence is low than when it is high.

Bowling (2011) discusses situational strength as a predictor of the job crafting-job satisfaction relationship in that it may limit the use of job crafting in general due to different characteristics of the job. Meyer, Dalal, and Hermida (2010) defined situational strength as “implicit or explicit cues provided by external entities regarding the desirability of potential behaviors” (p. 122). A strong situation is one in which the conditions of the environment do not allow one to exercise their own personality and natural tendencies. Meyer et al. (2010) conceptualize situational strength as having four components: clarity, consistency, constraints, and consequences. The Situational Strength

at Work scale (SSW; Meyer, Dalal, Jose, Hermida, Chen, Vega, Brooks, & Khare, 2012) has recently been introduced to empirically measure all four of these dimensions.

Clarity is the extent to which the expectations of roles and responsibilities are made obvious to the employee. This dimension would include things such as directives passed down from a corporate office, training manuals that an employee uses on the job, and instructions from supervisors. Consistency is the extent to which the information sources passing on expectations to the employee about roles and responsibilities agree with one another. For example, if an employee receives directives from a corporate office, but their supervisor is not following the directives this would be an example of low consistency. Both of these dimensions may result in more job crafting may be required to compensate for a clear lack of direction from the organization; however, I believe the final two dimensions of situational strength (constraints and consequences) will be more closely tied to job crafting activities. Therefore, due to issues with survey length I have decided not to include clarity and consistency in this study.

Constraints are limitations put on an employee due to outside forces. Autonomy is one component of constraints and is often used as an overall measure of situational strength. Autonomy represents limitations on the employee's behavior and has been consistently related to job satisfaction (e.g., Humphrey et al., 2007). If the job has very specific and tightly controlled standards of performance an individual will have fewer opportunities to job craft. For example, an assembly line worker has specific tasks to perform in a specific order during their shift, this situation does not allow for the employee to alter the situation in a way that would better suit them. This situation also does not allow the employee to perform behavioral activities such as taking extra breaks

or listening to music. On the other hand, a high school math teacher may have specific guidelines to follow about what materials to teach but generally has much more personal input in the way in which the job is carried out and what they do during free periods. Parker, Williams, and Turner (2006) found autonomy to be significantly related to employees engaging in proactive behaviors. In this same vein, I expect behavioral job crafting activities to be negatively related to constraints.

Hypothesis 6: Constraints will be negatively related to behavioral job crafting activities.

Hypothesis 7: Constraints will moderate the relationship between proactive personality and behavioral job crafting. Specifically, proactive personality will be more strongly related to behavioral job crafting when constraints are low than when they are high.

Hypothesis 8: Constraints will moderate the relationship between WLOC and behavioral job crafting. Specifically, WLOC will be more strongly related to behavioral crafting when constraints are low than when they are high.

The final job crafting dimension is consequences. Consequences refer to the level of severity that ineffective performance has on an outcome. For example, in an emergency situation a paramedic is likely to follow the prescribed course of action as opposed to taking the opportunity to job craft and try something new due to the fact that a life is on the line. Accordingly, I expect consequences to be negatively related to behavioral job crafting activities.

Hypothesis 9: Consequences will be negatively related to behavioral job crafting activities.

Hypothesis 10: Consequences will moderate the relationship between proactive personality and behavioral job crafting. Specifically, proactive personality will be more strongly related to behavioral job crafting when consequences are low than when they are high.

Hypothesis 11: Consequences will moderate the relationship between WLOC and behavioral job crafting. Specifically, WLOC will be more strongly related to behavioral job crafting when consequences are low than when they are high.

Outcomes of job crafting. First and foremost, I expect incidences of job crafting to be positively related to job satisfaction. As previously mentioned, I anticipate that some job crafting behaviors will have a negative relationship with job satisfaction; however, I believe the phenomenon as a whole will have a positive relationship. There are several reasons job crafting may affect job satisfaction. As stated in Wrzesniewski and Dutton's (2001) original conceptualization of job crafting, the activities are specifically enacted in order for the employee to increase person-environment fit. Several studies have shown that job satisfaction is increased when the organizational environment is a good match with the employees' attitudes and values (Cable & DeRue, 2002; Kristof-Brown, Zimmerman, & Johnson, 2005; Scroggins, 2007). By participating in job crafting activities, the employee is actively molding the environment and the job to be a better fit for their individual needs.

Engaging in job crafting activities may have a positive impact on the self-image of the employee. Shaping their job in positive ways may cause an employee to feel a stronger sense of self-efficacy and self-esteem which have both been shown to be positively related to job satisfaction (e.g., Judge et al., 1998). This may be especially true when the employee takes on extra duties to expand their role boundaries and increase their skill set. An increase in job skills would likely lead to the person feeling more capable and confident in their job and in future endeavors.

Job crafting may lead to changes in the perceptions of job characteristics such as autonomy or task significance (Wrzesniewski & Dutton, 2001). If someone is given the freedom to enact changes in their job environment they would likely feel a strong sense of autonomy, increasing positive feelings because the job is under their control. Job crafting activities enacted to affect task significance can be seen in the actions of employees engaging in some of the dirty work fields described earlier. Increasing task significance would also likely lead to employees feeling a greater sense of meaning in their work. Both task significance itself and meaning of work have been shown to be related to job satisfaction (Humphrey et al., 2007; Wrzesniewski, McCauley, Rozin, & Schwartz, 1997). Changing these perceptions of work characteristics may allow employees to attain a greater sense of intrinsic satisfaction from their job.

Engaging in job crafting activities that increase interactions with customers or coworkers enhances the social element of the job environment. As previously discussed, work relationships are a significant source of job satisfaction (e.g., Gersick et al., 2000; Wrzesniewski et al., 2003). Enhancing these social relationships would likely be an effective job crafting strategy for increasing satisfaction.

Hypothesis 12: Incidences of job crafting will be positively related to job satisfaction.

I also expect job crafting incidences to be positively related to affective organizational commitment, which describes how an employee feels about their membership in the organization and how they feel about the organization as a whole (Matheiu & Zajac, 1990). Thomas et al. (2010) found proactive personality and voice to be positively correlated with affective organizational commitment. Because affective organizational commitment is an attitude variable there are several ways in which job crafting activities may have a positive impact. Job crafting may make the employee feel more involved in the organization and foster relationships between organizational members, strengthening affective commitment. Also, job crafting is in some incidences an expression of freedom of work autonomy and may be interpreted as a sign of the organization trusting in its employees and caring about their well-being. If an organization gives an employee the freedom to shape the job to fit their needs this may increase positive feelings about the organization.

Hypothesis 13: Incidences of job crafting will be positively related to affective organizational commitment.

Job crafting as a mediator of personality-job attitude relationships. Due to the mostly qualitative nature of the job crafting literature, there has not been much investigation of mediators on the job crafting-job satisfaction relationship. Tkach and Lyubomirsky (2006) found that several IAs mediated the personality-happiness relationship. For example, social affiliation IAs partially mediated the relationship

between extraversion and happiness, indicating that extraversion affects job satisfaction through fostering meaningful social interactions (Tkach & Lyubomirsky, 2006). Similar to the meditational findings of Tkach and Lyubomirsky (2006), I expect job crafting to be a mediator for the personality-job satisfaction relationship

As discussed previously, I expect WLOC and proactive personality to be predictors of job crafting. Seeing as people high in these traits are using more job crafting activities, the activities may be the mechanism by which the personality variables affect job satisfaction. For example, even if an employee has a proactive personality they may not have the benefit of an increase in job satisfaction if they are not able to engage in job crafting activities. Shaping the job or work environment to fit their needs is a manifestation of proactive personality and is likely one process which is actually causing an increase in job satisfaction. Similarly, WLOC is seen as a fairly stable personality trait and involves the feeling that one can enact control over one's work circumstances and organizational outcomes. Engaging in job crafting may be one way in which people with an internal WLOC exert control over their environment, leading to increased job satisfaction. I expect proactive personality and WLOC to have a diminished direct effect on job satisfaction when job crafting activities are included in the model.

Hypothesis 14: Job crafting activities will mediate the relationship between proactive personality and job satisfaction.

Hypothesis 15: Job crafting activities will mediate the relationship between WLOC and job satisfaction.

Overall, the expansion of the job crafting model using empirical data as well as the inclusion of several predictors, outcomes, and mediators of job crafting will shed more light on the phenomenon and help researchers gain a better understanding of the mechanisms which are actually underlying job satisfaction. Also, the development of a comprehensive measure of job crafting activities will be of use to researchers interested in investigating other aspects of job crafting.

II. METHODS

Participants and Procedure

The survey was administered to participants online. Participants included students at a large university in the Midwestern U.S. as well as people recruited via a “snowballing” method in which I sent the survey link to my contacts and asked them to send the link out to others. I chose to use a web-based survey format to ensure a diverse sample with varying job titles, years of experience, backgrounds, and demographics. The sample was restricted to people who work at least 20 hours per week, have been at their current job for at least 3 months, and are over the age of 18. The final sample consisted of 285 participants (71% female; 85% Caucasian). The average participant was 25 years old (age range: 18 – 63 years), worked an average of 29 hours per week ($SD = 9.04$), had been employed in their current job for 38 months ($SD = 57.58$), and earned under \$15,000 per year. The majority of the sample reported that they had completed “Some college” (54%), while 28% reported receiving a 2-year degree or higher. Thirty-one percent of participants identified themselves as working in an “office job”.

Measures

Job crafting questionnaire. To create the job crafting questionnaire I modified items from various existing tests of job crafting (Tims et al., 2012), coping (Carver, Scheier, & Weintraub, 1989), mood regulation (Thayer et al., 1994), and IAs (Tkach &

Lyubomirsky, 2006). Some items were used in their original format while others were reworded to make them applicable to a work context. Responses gathered from the open-ended question “Please list things that you do to maintain or increase your current level of job satisfaction” (Bowling & Burns, 2011) were also included. Analysis of all of these sources resulted in a total of 197 items. To narrow down the number of items to be used in the full study I conducted a separate pilot study. A questionnaire consisting of 197 items was administered to 93 participants using an online survey format.

Items endorsed by over 30% of the sample (81 items) were then used in a further pilot study analysis. A team of graduate students rated how well these remaining 81 items fit into four job crafting categories: the three categories (formal task, relational, cognitive) proposed by Wrzesniewski and Dutton (2001) and also one additional category labeled “behavioral” which would incorporate job crafting activities performed at work that are not work-related. Each item was rated on a 1 (*does not fit this category at all*) to 5 (*fits this category very well*) scale across each of the four categories. This pilot testing revealed that there was significant overlap between the categories. For example, the item “I take on leadership roles at work” rated high on the formal task, relational, and behavioral categories. The only items that stood as a distinct factor were the cognitive items (e.g., “I try to take life as it is and be content”). Due to the pilot test results, I chose to divide the items into cognitive and behavioral categories. Due to the nature of the items in the measure, I treated them as causal indicators rather than effect indicators. In other words, it is the behaviors that are causing the latent variable of job crafting, not an inherent trait of job crafting that is causing the behaviors (Bollen & Bauldry, 2011). In this case it is more important that the items be more comprehensive of the variable of job

crafting, rather than the items being interrelated (Fayers & Hand, 1997); therefore, a factor analysis was not done on the items to test cohesiveness.

The final measure consists of 16 cognitive job crafting items and 65 behavioral job crafting items. Job crafting items were answered on a 7-point frequency scale asking how often they performed each activity. Scale points ranged from 1 (*never*) to 7 (*every day*). Participants also had the option to choose “My job/employer does not allow me to perform this activity.” The full study provided internal consistency reliabilities of .95 for all job crafting items, and .93 and .80 for the behavioral and cognitive job crafting scales, respectively.

Proactive personality. The proactive behavior measure designed by Bateman and Crant (1993) was used to measure proactive personality. This measure is a 17-item self-report measure which asks participants to rate on a scale of 1 to 6 (1 = *strongly disagree* and 6 = *strongly agree*) how well each statement describes them. An example item is “I am constantly on the lookout for new ways to improve my life.” The internal consistency reliability for proactive personality was .91.

Work locus of control. The 8-item short form of the Work Locus of Control Scale (WLCS; Spector, 1988) was used to measure WLOC. The WLCS is measure which asks respondents to respond on a 6-point scale (1 = *strongly disagree* and 6 = *strongly agree*) to what extent they agree or disagree with eight work-related items. A low WLOC score indicates an external WLOC, whereas a high WLOC score indicates an internal WLOC. An example item is “Promotions are given to employees who perform well on the job.” This study found an internal consistency reliability rating of .75 for WLOC.

Job satisfaction. The single-item FACES scale (Kunin, 1955) was used to assess participants' overall job satisfaction. Participants will choose a face from a range of seven different pictures the one that best describes their overall attitude toward their job. I will also use the Michigan Organizational Assessment Questionnaire (MOAQ) introduced by Cammann, Fichman, Jenkins, and Klesh (1985) as a measure of overall job satisfaction. The MOAQ asks participants to choose how strongly they agree with three satisfaction items on a 7-point scale (1 = *strongly disagree* and 7 = *strongly agree*). A meta-analysis by Bowling and Hammond (2008) has also shown the MOAQ to be a valid measure of job satisfaction. An example item is "All in all I am satisfied with my job". Internal consistency reliability for the MOAQ in this study was .94. The internal consistency for the overall measure of job satisfaction (MOAQ combined with the faces scale) was .95.

Affective organizational commitment. Affective organizational commitment was measured with Meyer, Allen, and Smith's (1993) Affective Commitment Scale (ACS). This scale consists of six items rated on scale ranging from 1 (*strongly disagree*) to 6 (*strongly agree*). An example item is "This organization has a great deal of personal meaning for me." The scale has an internal consistency reliability of .86.

Situational strength. The constraints and consequences facets of the SSW (Meyer et al., 2012) were used to measure situational strength. Both scales consist of seven items rated on a scale ranging from 1 (*strongly disagree*) to 7 (*strongly agree*). An example constraints item is "On this job, other people limit what an employee can do." An example consequences item is "On this job, important outcomes are influenced by an employee's actions." Internal consistency reliabilities in this study were .90 for constraints and .82 for consequences.

Task interdependence. The extent to which an employee's job is interconnected with those of coworkers was assessed using Pearce and Gregersen's (1991) task interdependence scale, which consists of two factors. The first factor is comprised of five items assessing the reciprocal interdependence of the employee's job. An example item is "I work closely with others in doing my work." The second factor is comprised of three items assessing to extent to which an employee's job is dependent on resources from other workers. An example item is "I work fairly independently of others in my work." It is important to note that for the total task interdependence score, task independence scores were reversed to reflect the same scale as the reciprocal task interdependence scale. Therefore, a high score on the overall task interdependence scale reflects low task independence. When the task interdependence scale is used alone, high scores reflect high task independence. All items are rated on a 1 – 5 agreement scale (1 = *strongly disagree* and 5 = *strongly agree*). The internal consistency reliability for overall task interdependence was .78. Alphas were .73 and .67 for the reciprocal task interdependence and task independence scales, respectively.

Demographics. I investigated several demographic factors including gender, race, and age. I also used a single item each to record participants' level of education, job tenure, job title, income level, number of hours worked per week, and whether or not participants classify their job as an "office job".

III. RESULTS

Predictors and moderators of job crafting

Personality. In the first two hypotheses I predicted that the personality traits of work locus of control (WLOC; Hypothesis 1) and proactive personality (Hypothesis 2) would be positively related to incidences of job crafting. I used correlational analyses to investigate the relationship of job crafting with these hypothesized predictors and the results are shown in Table 1. Both WLOC ($r = .25, p < .01$) and proactive personality ($r = .53, p < .01$) were related to job crafting, supporting Hypotheses 1 and 2.

I also used hierarchical multiple regression to investigate the unique effects of these personality traits on job crafting. WLOC explained additional 3% of the variance in overall job crafting over and above that of demographics and work characteristics ($\beta = .18, p < .08$; Table 2), whereas proactive personality explained additional 23% of the variance in overall job crafting over and above that of demographics and work characteristics ($\beta = .49, p < .01$; Table 3). Results of these regression analyses provide additional support for Hypotheses 1 and 2.

Situational variables. I also hypothesized that several situational variables would be related to behavioral job crafting. As previously discussed, I expected behavioral job crafting to be more strongly affected by situational variables due to the fact that it would be difficult to try to control an employee's thought processes. Therefore, I expect the situational variables to be negatively related to incidences of behavioral job crafting, but I do not expect cognitive job crafting to be strongly affected.

Task interdependence. Hypothesis 3 stated that task interdependence would be significantly negatively related to behavioral job crafting. As shown in Table 2, the relationship of overall task interdependence with behavioral job crafting was significant ($r = .20, p < .01$); however, the relationship was opposite the hypothesized direction. One explanation for this positive relationship may be that when employees are forced to interact with others they naturally engage in more interpersonally oriented job crafting activities, such as getting to know coworkers personally. This possibility will be discussed further in the Discussion section. Overall task interdependence was also positively correlated with overall job crafting ($r = .18, p < .01$), but was not correlated with cognitive job crafting. When looking at the two task interdependence factors separately, the reciprocal interdependence factor of task interdependence was significantly correlated with behavioral job crafting opposite to the hypothesized direction ($r = .28, p < .01$). Reciprocal task interdependence was also significantly positively related to overall job crafting ($r = .26, p < .01$) and cognitive job crafting ($r = .16, p < .01$). The independence factor of task interdependence was not related to behavioral, cognitive, or overall job crafting. Hypothesis 3 was not supported.

Several of my hypotheses predicted that situational variables would moderate the relationship between personality and behavioral job crafting. More specifically, I predicted that personality would be more strongly related to incidences of behavioral job crafting when situational variables are less stringent. To test these effects, I used a two-step hierarchical regression model with behavioral job crafting as the outcome. The situational and personality variables were entered in step one and the interaction between the situational and personality variables was entered in step two.

Hypothesis 4 stated that task interdependence would moderate the relationship between proactive personality and behavioral job crafting. Specifically, it predicted that proactive personality would be more strongly related to behavioral job crafting when task interdependence is low than when it is high. Due to the fact that task interdependence is composed of two factors that were shown to have different correlational relationships with job crafting, I chose to run the moderator analyses with task interdependence as a whole and also with the task independence and reciprocal task interdependence factors individually. As shown in Tables 4 through 6, none of the interactions between task interdependence and proactive personality were significant; therefore, Hypothesis 4 was not supported.

Hypothesis 5 stated that task interdependence would moderate the relationship between WLOC and behavioral job crafting. Specifically, it predicted that WLOC would be more strongly related to behavioral job crafting when task interdependence is low than when it is high. As shown in Tables 7 through 9, the interaction between overall task interdependence and WLOC was not significant nor was the interaction between reciprocal task interdependence and WLOC. The interaction between task independence and WLOC did reach significance, $\Delta R^2 = .03$, $F(3, 281) = 9.23$ ($p < .05$); however, the results were opposite the hypothesized direction. Hypothesis 5 was not supported. Figure 1 depicts the interactive effects of WLOC and task independence on behavioral job crafting. This figure was created using one standard deviation below the mean as the low value, and one standard deviation above the mean as the high value (Aiken & West, 1991).

Constraints. Hypothesis 6 stated that constraints would be negatively related to behavioral job crafting. This hypothesis was supported. As shown in Table 1, constraints were negatively correlated with behavioral job crafting ($r = -.14, p < .05$), supporting Hypothesis 6. Constraints were also significantly negatively correlated with both overall job crafting ($r = -.15, p < .05$) cognitive job crafting ($r = -.16, p < .01$).

Hypothesis 7 stated that constraints would moderate the relationship between proactive personality and behavioral job crafting. Specifically, it predicted that proactive personality would be more strongly related to behavioral job crafting when constraints are low than when they are high. As shown in Table 10, the interaction between constraints and proactive personality was not significant; therefore, Hypothesis 7 was not supported.

Hypothesis 8 stated that constraints would moderate the relationship between WLOC and behavioral job crafting. Specifically, it predicted that WLOC would be more strongly related to behavioral job crafting when constraints are low than when they are high. As shown in Table 11, the interaction between constraints and WLOC was not significant; therefore, Hypothesis 8 was not supported.

Consequences. Hypothesis 9 stated that consequences would be negatively related to behavioral job crafting. Similar to task interdependence, consequences were positively correlated with behavioral job crafting ($r = .19, p < .01$), which does not support Hypothesis 9. It is possible that the consequences measure is capturing additional job characteristics, this possibility will be examined further in the Discussion section.

Consequences were also positively correlated with both overall job crafting ($r = .20, p < .01$) and cognitive job crafting ($r = .21, p < .01$).

Hypothesis 10 stated that consequences will moderate the relationship between proactive personality and behavioral job crafting. Specifically, it predicted that proactive personality would be more strongly related to behavioral job crafting when consequences are low than when they are high. As shown in Table 12, the interaction between consequences and proactive personality was not significant; therefore, Hypothesis 10 was not supported.

Hypothesis 11 stated that consequences will moderate the relationship between WLOC and behavioral job crafting. Specifically, it predicted that WLOC would be more strongly related to behavioral job crafting when consequences are low than when they are high. As shown in Table 13, the interaction between consequences and WLOC was significant, $\Delta R^2 = .01, F(3, 281) = 11.21 (p < .01)$, supporting Hypothesis 11. Figure 2 depicts the interactive effects of WLOC and consequences on behavioral job crafting. This figure was created using one standard deviation below the mean as the low value, and one standard deviation above the mean as the high value (Aiken & West, 1991).

Outcomes of job crafting

The relationships of job crafting with its hypothesized outcomes are also shown in Table 1. Hypothesis 12 predicted that job crafting would be positively correlated with overall job satisfaction. Hypothesis 13 predicted that job crafting would be positively correlated with affective organizational commitment. Both of these hypotheses were supported. Job crafting was significantly related to both the Faces scale ($r = .51, p < .01$)

and the MOAQ ($r = .47, p < .01$), as well as being related to the averaged mean of both job satisfaction scales ($r = .50, p < .01$), supporting Hypothesis 12. As shown in Table 14, job crafting also explained an additional 20% of the variance in overall job satisfaction over and above that of personal characteristics and work characteristics ($\beta = .56, p < .01$).

Job crafting was also significantly correlated with affective organizational commitment ($r = .33, p < .01$), supporting Hypothesis 13. As shown in Table 15, job crafting also explained an additional 10% of the variance in affective organizational commitment over and above that of personal characteristics and work characteristics ($\beta = .39, p < .01$).

Job crafting as a mediator of personality-job attitude relationships

I predicted that job crafting would mediate the relationship between personality and job satisfaction. To test these hypotheses I used Baron and Kenny's (1986) three-step regression procedure in which stipulates three conditions necessary to determine mediation. First, the independent variable must affect the mediator. Second, the independent variable must affect the dependent variable. Third, the mediator must be uniquely related to the dependent variable when both the independent variable and the mediator are simultaneously entered into the regression equation.

Hypothesis 14 stated that job crafting activities will mediate the relationship between proactive personality and job satisfaction. Proactive personality had a significant relationship with both job crafting, $b = .54, t(283) = 10.41, p = .01$, and job satisfaction, $b = .44, t(283) = 3.28, p = .01$, satisfying the first two requirements for mediation. When job crafting was added as a mediator, job crafting had a significant relationship with job

satisfaction and the relationship between proactive personality and job satisfaction was reduced from .19 ($p < .01$) to -.10 ($p > .05$). The Sobel test indicated that job crafting was a significant mediator ($z = 6.79, p < .01$) of the proactive personality-job satisfaction relationship. Figure 3 depicts the relationship between proactive personality and job satisfaction when job crafting is added as a mediator.

Hypothesis 15 stated that job crafting activities will mediate the relationship between WLOC and job satisfaction. WLOC had a significant relationship with both job crafting, $b = .24, t(283) = 4.32, p = .01$, and job satisfaction, $b = .68, t(283) = 5.64, p = .01$, satisfying the first two requirements for mediation. When job crafting was added as a mediator, job crafting had a significant relationship with job satisfaction and the relationship between WLOC and job satisfaction was reduced from .32 ($p < .01$) to .21 ($p < .01$). The Sobel test indicated that job crafting was a significant mediator ($z = 3.84, p < .01$) of the WLOC-job satisfaction relationship. Figure 4 depicts the relationship between WLOC and job satisfaction when job crafting is added as a mediator.

IV. DISCUSSION

Summary of Results

This study expands on the current job satisfaction literature by recognizing that there are activities that employees engage in that may increase their satisfaction with their current job. This study builds on a very small part of the job satisfaction research that has investigated these types of activities and broadens this job crafting literature not only by offering empirical evidence in support of the job crafting-job satisfaction relationship, but also by broadening the definition of job crafting to include activities which might otherwise be overlooked.

Outcomes of job crafting. Job crafting was shown to be significantly positively related to job satisfaction, meaning that those employees who practice job crafting more frequently also have higher job satisfaction. Regression analyses showed that job crafting explains an additional 20% of the variance in job satisfaction when controlling for personality factors and environmental factors. The fact that a substantial amount of variance was explained by job crafting provides support for the theory that the traditional personality and environmental views of job satisfaction are ignoring a large portion of job satisfaction predictors.

It is not clear from this study what causes the relationship between job crafting and job satisfaction. As previously discussed, job crafting is undertaken in an attempt to

create greater fit between the employee and the environment (Wrzesniewski & Dutton, 2001). Because several studies have shown that person-environment fit leads to increases in job satisfaction (Cable & DeRue, 2002; Kristof-Brown et al., 2005; Scroggins, 2007), it may be that those who are engaging in more frequent job crafting are shaping the environment to better fit their needs, thereby increasing job satisfaction.

It is also possible that job crafting increases job satisfaction by impacting employees' self-image or by increasing social relationships, both of which have been linked with increases in job satisfaction (e.g. Gersick et al., 2000; Judge et al., 1998; Wrzesniewski et al., 2003). While this study was not designed to test these theories it is easy to see how these processes may work. For example, several of the job crafting items were related to information-seeking behavior such as asking a coworker for advice or asking a supervisor for feedback. Positive interactions with these people would increase both social interactions and the employees' confidence in themselves, thereby positively impacting their self-image. Job crafting items related to taking on additional projects, interacting with customers, and working in teams may also have this positive effect.

Another theory that I discussed previously stated that job crafting may lead to higher job satisfaction by increasing employees' perceptions of autonomy and task significance. The results of this study provide some support for this theory. I hypothesized that consequences would be negatively related to behavioral job crafting; however, the data show that this relationship was positive. It may be that the consequences measure is capturing some component of task significance, although it was not intended to be used in this way. This theory will be discussed further below. Future research should investigate the relationships of job crafting and consequences with task

significance. Also, constraints—of which autonomy is one component—were negatively related to job crafting and job satisfaction. While not investigated in this study, job crafting may moderate the relationship between constraints and job satisfaction; that is, the relationship between constraints and job satisfaction may be weaker among those who engage in more job crafting than it is in those who practice less job crafting. In this case, even though employees are facing many constraints in their job the fact that they still have some room to job craft may counteract some of the negative results of these restrictions. Future research should also investigate this possibility.

Job crafting was also found to have a significant relationship with affective organizational commitment. Regression analyses showed that job crafting explains an additional 10% of the variance in affective organizational commitment when controlling for personality factors and environmental factors. Several of the mechanisms by which job crafting is affecting job satisfaction may also hold true for affective organizational commitment. Job crafting may be creating a richer social environment and increasing meaningful relationships. Also, those that job craft may have a more positive view of the company because of the freedom to job craft. This may be reflected in the negative relationship between affective organizational commitment and constraints. Similarly, job crafting may be increasing person-organization fit in addition to increasing person-job fit, resulting in higher affective organizational commitment.

Although job crafting is a significant contributor to affective organizational commitment, it does not account for as much variance in affective organizational commitment as it does for job satisfaction. It is possible that people are not viewing their job crafting activities as a reflection of organizational treatment, contrary to what was

mentioned above. Employees may view their freedom to job craft as a reflection of the work itself instead of an allowance from their organization. Also, job crafting is specifically aimed at increasing job satisfaction. Increased organizational commitment may be somewhat of a side effect of this increase in job satisfaction due to the strong relationship between affective organizational commitment and job satisfaction.

Personality and job crafting. It is clear that there are personality factors that are related to the amount of job crafting in which an employee engages. Both proactive personality and WLOC were significantly correlated with job crafting. WLOC reflects a person's belief that the outcomes they receive at work are related to either their own efforts or to luck and the decisions of others (Spector, 1988; Wang et al., 2010). It is easy to see that if an employee believes that outcomes are a direct result of their actions (i.e. with an internal WLOC) they would be likely to engage in activities hoping to increase a desired outcome (e.g., job satisfaction). An employee with an external WLOC would probably feel a sense of hopelessness thinking nothing they do will really make a difference, making them less likely to try and make changes.

Proactive personality reflects an employee's willingness to make changes and seek out new opportunities (Bateman & Crant, 1993; Thomas et al., 2010). It is logical that this personality trait would lend itself to job crafting activities. If an employee has a strong proactive personality and is dissatisfied with some aspects of their job they would be more likely to go out and make changes. These employees would also be more likely to engage in new activities if they feel that things are not working the way they would like or if their current job crafting activities have lost their effectiveness.

When the effects of proactive personality and WLOC on job satisfaction are further examined, it becomes clear that job crafting mediates the personality-job satisfaction relationship. The effect of proactive personality on job satisfaction was fully mediated by job crafting activities. Although full mediation occurred, there is no evidence to suggest that job crafting and proactive personality are the same construct. The correlation between proactive personality and job crafting was high but not high enough to indicate they are measuring the same thing. Proactive personality is considered a stable trait (Bateman & Crant, 1993; Thomas et al., 2010) whereas job crafting consists of employees performing activities that are subject to change over time. Even if an employee had a strong proactive personality, if they were unable to express this trait through job crafting it is unlikely that proactive personality would be related to job satisfaction. Also, job crafting was shown to predict incremental variance in job satisfaction when demographics and personality variables were included as predictors.

The relationship between WLOC and job satisfaction was partially mediated by job crafting activities. WLOC still remained a significant predictor of job satisfaction when job crafting was added as a mediator; however, the WLOC-job satisfaction relationship was significantly reduced. Also, as discussed above, job crafting predicted incremental variance in job satisfaction when WLOC was included as a predictor. As previously discussed, it may be that job crafting is an outward manifestation of these personality traits. For example, it is easy to see that having a proactive personality would not be very effective at increasing job satisfaction if the employee is not engaging in any proactive behaviors. The results of this study suggest that those proactive behaviors can

include not only work-related activities but also non-work activities aimed at increasing job satisfaction.

Situational factors and job crafting. I predicted that situational factors would affect the amount of behavioral job crafting in which an employee engages. Constraints are limitations put on employees by outside forces whereas consequences reflect the level of severity that ineffective performance has on an outcome. Task interdependence the extent to which an employee's job is intertwined with that of others. I predicted that these three factors would limit the amount of freedom an employee has to job craft, thereby producing a negative relationship with job crafting. However, the effect of situational predictors on job crafting is less clear than the effects of personality. Constraints were the only situational predictor to be significantly negatively related to job crafting. Overall task interdependence, reciprocal task interdependence, and consequences all held significant positive relationships with most dimensions of job crafting, whereas task independence was not significantly related to any job crafting dimensions.

There are several reasons why consequences and task interdependence may be positive related to job crafting activities. If an employee has high reciprocal task interdependence, this means they much work closely with others to perform their job. Being consistently engaged with others while on the job may naturally lead to increases in some job crafting activities such as "I get to know my coworkers personally." Also, because consequences and reciprocal task interdependence may be psychologically and emotionally draining on employees, if an employee encounters these conditions on the job this may trigger the need to engage in more job crafting. Non-work related job crafting activities such as "I decorate my office" may afford these employees a break

from the serious aspects of their job, allowing them to unwind. In a similar vein, when jobs are high in consequences and task interdependence job crafting may serve as a coping strategy, helping the employee deal with these job stressors. More work-related job crafting activities such as “I ask colleagues for advice” may also be linked with consequences and reciprocal task interdependence due to the fact that a mistake at these types of jobs is so costly.

Surprisingly, most of these situational variables were also found to be positively correlated with job satisfaction. The only situational predictor that was negatively related to job satisfaction was constraints. This fits within in the current research which finds that the lack of autonomy is consistently related to decreased job satisfaction (e.g., Hackman & Oldham, 1976, 1980; Humphrey et al., 2007). One explanation for the positive relationship between consequences and job satisfaction may be due to the level of meaningfulness in the job. Several studies have shown that employees demonstrate a higher level of job satisfaction when they feel their job has meaning (e.g. Humphrey et al., 2007). Many jobs in which there are severe consequences for inadequate performance are also very meaningful jobs (e.g., doctor, firefighter). This may be evidenced in endorsement of an item such as “I take pride in what I do.” Meaning may also be important in explaining why reciprocal task interdependence is positively related to job satisfaction. If an employee feels that they are part of a team and that their work is a very important part of the outcome for their organization this may lead to increased meaning in their work, increasing job satisfaction.

I also investigated situation variables as moderators of the personality-job crafting relationship. I hypothesized that when situational constraints were high, personality

would have less of an effect on job crafting due to the fact that employees are not able to fully express their personality traits by engaging in job crafting (i.e., because constraints produce a “strong situation;” see Meyer et al. (2010). Consequences moderated the WLOC-job crafting relationship in line with predictions. When consequences were high, WLOC did not have much effect on the level of job crafting; however, when consequences were low those with an external WLOC performed fewer job crafting activities than did those with an internal WLOC. At all levels of consequences, those with an external WLOC performed fewer job crafting activities than those with an internal WLOC, consistent with the main effect for WLOC on job crafting.

Contrary to expectations, task independence moderated the WLOC-job crafting relationship opposite to the hypothesized direction. WLOC did not have a strong effect on job crafting activities when task independence was high; however, when task independence was low those with an external WLOC were more likely to engage in job crafting than were those with an internal WLOC. In fact, those with an internal WLOC were more likely to perform more job crafting under low task independence conditions than they were when task independence was high; conversely, those with an external WLOC were more likely to perform more job crafting when task independence was low than they were when task independence was high. This is opposite the main effect for WLOC on job crafting. There are several reasons that this pattern may have occurred. It is possible that those working in jobs with low levels of task independence are those employed in the meaningful fields previously discussed (e.g., doctor, EMT). The people who have an internal WLOC and are working in these fields may take their job more seriously and are less likely to take liberties and change aspects of the job. It may also be

that people with an internal WLOC are selecting into jobs that have low task independence, indicating that they get inherent satisfaction from the job, reducing the need to job craft.

Additional results. There were several other interesting relationships identified in this study. Job crafting was significantly positively correlated with gender and age. Job crafting was also significantly negatively correlated with education, tenure, and income. These results suggest that women and younger employees are more likely to job craft than are men and older employees. Also, employees with a higher level of education who have been in their job longer and make a higher salary are less likely to job craft. These demographic results provide support for the basic idea of job crafting being used by those people who are not working in their ideal job. It is more likely that younger workers with a lower tenure, pay, and education level are working jobs that may not be in their ideal career field. It is in these jobs especially that an employee may choose to job craft in an attempt to garner more satisfaction from their current work situation. There was not a significant relationship between job crafting and working in an office job, indicating that people in both white collar and blue collar jobs engage in job crafting.

Limitations

One potential limitation of this study is the use of students. The sample consisted of a mix between undergraduate students and non-students. Because all of the students were employed for at least 3 months I do not believe using a student sample is a problem (Highhouse & Gillespie, 2009). Also, several of the relationships found in this study are consistent with previous research (e.g., Bruk-Lee et al., 2009; Wang et al., 2010),

indicating that this sample did not produce unusual relationships due to the use of students. Due to the nature of this research, a student population is interesting in that these participants are more likely to be working in a job that is not in their desired career field; in other words, the type of people most likely to job craft.

There are also limitations inherent in using cross-sectional, non-experimental data. First, cross-sectional, non-experimental data does not present the opportunity to test causal effects. For example, it is possible that increased job satisfaction is causing employees to engage in more job crafting activities. Also, when testing mediation effects cross-sectional, non-experimental data may not represent the true value of mediation effects (Maxwell & Cole, 2007; Stone-Romero & Rosopa, 2011). Cross-sectional does not control for variables changing over time and also assumes that full mediation is occurring at the present time, rather than a process that occurs over time (Maxwell & Cole, 2007). While the limitation of cross-sectional data may be easier to overcome, this type of study does not lend itself easily to an experimental design. Job crafting encompasses a range of activities which would be nearly impossible to duplicate. It would be possible to create an experimental design to test the individual job crafting activities and investigate the effects of each; however, this approach would likely miss important information about job crafting as a whole.

This survey was administered online which always presents a problem in relation to participant engagement. To ensure that participants were paying attention throughout the study I inserted “dummy items” at various points throughout the survey. If the participant incorrectly responded to more than one of the four dummy items in the job crafting section, or failed to correctly respond to the one dummy item in the job attitudes

section, they were removed from the sample. Using self-report surveys also presents the issue of common method variance; however, it would be difficult if not impossible to receive information about the activities in which an employee engages and their level of job satisfaction from a source other than the employee themselves.

Practical Implications and Areas for Future Research

One important take home point from this study is that people are using job crafting, with almost all of the included job crafting items being used at least once per month. It seems that younger workers are more likely to job craft, as are those with fewer years of education and tenure. This is not surprising given that these are the groups that are least likely to be working in their desired career field.

It is also important to note that constraints were negatively related to organizational commitment, job crafting, and job satisfaction; therefore, it may be prudent for organizations to allow some leeway for job crafting whenever possible. While in many jobs it is not feasible to allow certain job crafting behaviors, all jobs have the potential to incorporate some job crafting. For example, cognitive job crafting behaviors are less likely to impede performance on the job. Organizations may take advantage of this fact by doing more to play up the positive aspects of the workplace, in turn causing more employees to think about how much they enjoy working for the company. Also, organizations could make it easier for employees to interact at work, increasing social job crafting opportunities. It is important to keep in mind that allowing some job crafting activities may lead to decreases in productivity (e.g., allowing employees to use the

internet for personal use) so if an organization decides to allow these behaviors, it would also be wise to keep an eye on potential negative organizational outcomes.

Job crafting is a fertile area for future research. A first logical step would be to perform a longitudinal study of job crafting to test the causal direction of the job crafting-job satisfaction relationship. A longitudinal study would also help address the issue of job crafting's mediation effects on the personality-job satisfaction relationship. There are several other constructs that can be measured in conjunction with job crafting. Several personality dimensions may contribute to the amount or type of job crafting in which an employee engages. For example, employees who are high in neuroticism or negative affectivity may be less likely than others to job craft, or they may use avoidance-types of job crafting. Also, there may be correlates of job crafting such as organizational citizenship behavior (OCB) and counterproductive work behavior (CWB). It is easy to see how some of the job crafting activities may also be OCBs, such as volunteering for overtime. It is important to bear in mind that a crucial difference between job crafting and similar constructs is the motivation behind the action. Employees engage in job crafting to improve job satisfaction and job fit; whereas, they engage in OCBs to benefit coworkers or the organization itself (Organ & Ryan, 1995). There may also be some overlap between CWBs and job crafting. Browsing the internet at work may be a job crafting activity that increases job satisfaction but using the computer for personal use is also a CWB at many companies. Although some job crafting behaviors may be CWBs it is likely that most are not, given that job crafting is positively correlated with job satisfaction whereas CWBs are negatively correlated with job satisfaction (Dalal, 2005).

It may be useful to integrate quantitative and qualitative research on job crafting. As noted earlier, most job crafting research up to this point has been qualitative, mostly asking employees what types of activities they do to try to increase satisfaction. Both qualitative and quantitative methods were used to build the job crafting scale used in this study. Also, it may be useful to identify those employees that are most and least satisfied with their jobs and conduct in-depth interviews to investigate what types of job crafting are being used by these two groups. Although this research will still be correlational, it will help provide useful information about what types of job crafting may be most and least effective.

Also, it may be worthwhile to only look at full-time versus part-time employees as well as blue collar versus white collar workers. While overall job crafting was not correlated with hours or job type in this study, it may be that part-time employees are using different types of job crafting than are full-time employees. The same notion may hold true for blue collar workers versus white collar workers. Examining the particular job crafting items used by people in certain jobs/industries may also provide more information about which types of job crafting are most effective in that job/industry. Further research in this area may also shed some light on the positive relationships between task interdependence and consequences with job crafting.

Once effective job crafting methods are identified, longitudinal research will help determine the effects of these methods over time and across jobs. A longitudinal study could also be used to study the effects of a job crafting intervention. When researchers discover which specific job crafting activities are responsible for substantial changes in job satisfaction levels, this information may be used to develop an intervention aimed at

training employees to use job crafting in the most effective way. Generally organizational interventions do not have lasting effects (e.g., Campion & McClelland, 1993; Griffin, 1991); however, a more sustainable increase in job satisfaction may be seen if a job crafting intervention is undertaken and the activities are kept salient.

Overall this study has shown that employees are frequently engaging in job crafting activities and these activities contribute significantly to employees' job satisfaction and affective organizational commitment, even when more traditional predictors are taken into account. It is clear that personality factors are contributing to the amount of job crafting in which an employee engages. Also, job crafting activities are mediating the effect that these traditional personality predictors have on job satisfaction. The relationship between situational variables and job crafting is less clear and should be further investigated with future research.

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Table 1

Descriptive Statistics, Reliabilities, and Correlations for All Study Variables

	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1. Total job crafting	5.62	.68	(.95)																			
2. Behavioral job crafting	5.58	.68	.99**	(.93)																		
3. Cognitive job crafting	5.78	.85	.86**	.77**	(.80)																	
4. WLOC	4.38	.71	.25**	.24**	.22**	(.75)																
5. Proactive personality	4.44	.66	.53**	.52**	.45**	.29**	(.91)															
6. Total TI	3.49	.67	.18**	.20**	.07	.13*	.12*	(.78)														
7. Reciprocal TI	3.80	.68	.26**	.28**	.16**	.13*	.20**	.89**	(.73)													
8. Task independence	3.03	.93	-.02	-.04	-.06	-.10	.02	-.83**	-.48**	(.67)												
9. Constraints	4.04	1.31	-.15*	-.14*	-.16**	-.38**	-.14*	.12*	.14*	-.06	(.90)											
10. Consequences	4.30	1.18	.20**	.19**	.21**	.00	.16**	.30**	.39**	-.11	.29**	(.82)										
11. Faces	5.15	1.51	.51**	.50**	.44**	.32**	.21**	.20**	.21**	-.12*	-.37**	.14*										
12. MOAQ	5.19	1.59	.47**	.47**	.38**	.31**	.18**	.18**	.20**	-.11	-.39**	.13*	.83**	(.94)								
13. Total job satisfaction	5.18	1.52	.50**	.50**	.40**	.32**	.19**	.19**	.21**	-.12*	-.40**	.14*	.90**	.99**	(.95)							
14. Affective OC	3.35	.82	.33**	.34**	.24**	.13*	.17**	.14*	.17**	-.06	-.26**	.25**	.58**	.62**	.63**	(.86)						
15. Age	24.86	9.69	-.23**	-.23**	-.19**	-.23**	-.11	-.03	-.03	.02	.11	.10	-.03	.03	.02	.08						
16. Gender	1.72	.45	.22**	.20**	.25**	.10	.05	.07	.07	-.05	-.05	.05	.12*	-.07	-.02	-.03	.07	.69**	-.07			
17. Tenure	38.50	57.58	-.24**	-.24**	-.21**	-.18**	-.19**	.05	.05	-.03	.20**	.12*	-.07	-.02	-.03	.07	.69**	-.07				
18. Education	3.39	1.21	-.16**	-.15*	-.16**	-.08	-.11	.06	.02	-.08	.01	-.01	.03	.03	.03	.14*	.44**	-.05	.13*			
19. Office job	1.69	.47	.03	.02	.04	.05	.01	.06	.06	-.04	.03	-.05	-.15*	-.14*	-.15*	-.17**	-.39**	.03	-.17**	-.39**		
20. Income	1.89	1.54	-.17**	-.16**	-.17**	-.02	-.03	.09	.09	-.07	-.04	.10	.08	.12*	.12	.14*	.63**	-.19**	.44**	.58**	-.42**	
21. Hours	29.21	9.04	-.04	-.03	-.09	.02	.01	.06	.05	-.06	-.02	.13*	.07	.05	.06	.16**	.51**	-.10	.31**	.50**	-.42**	.65**

Note. *N* = 285; *M* = mean; *SD* = standard deviation; MOAQ = Michigan Organizational Assessment Questionnaire; Total TI = total task interdependence; Reciprocal TI = reciprocal task interdependence; Affective OC = affective organizational commitment; for "Office job" 1 = non-office job, 2 = office job; for Gender, 1 = male, 2 = female; alpha reliabilities for scales are on the diagonal; * $p < .05$, two-tailed; ** $p < .01$, two-tailed.

Table 2

Hierarchical Multiple Regression Predicting Job Crafting

	Predictors	β	R^2 change
Step 1	Age	-.07	.13**
	Education	-.12	
	Gender	.19**	
	Income	-.03	
	Hours	.12	
	Tenure	-.15	
Step 2	WLOC	.18**	.03**

Note . * $p < .05$, two-tailed; ** $p < .01$, two-tailed. *Betas* are from the second step.

Table 3

Hierarchical Multiple Regression Predicting Job Crafting

	Predictors	β	R^2 change
Step 1	Age	-.15	.13**
	Education	-.06	
	Gender	.21**	
	Income	-.05	
	Hours	.09	
	Tenure	-.02	
Step 2	Proactive personality	.49**	.23**

Note. * $p < .05$, two-tailed; ** $p < .01$, two-tailed. *Betas* are from the second step.

Table 4

Moderated Regression for the Interactive Effects of Overall Task Interdependence and Proactive Personality on Behavioral Job Crafting

	Predictors	β	R^2 change
Step 1	Overall task interdependence (A)	.15**	.29**
	Proactive personality (B)	.50**	
Step 2	A x B	-.06	.00

*Note . *p < .05, two-tailed; **p < .01, two-tailed. Betas are from the second step.*

Table 5

Moderated Regression for the Interactive Effects of Reciprocal Task Interdependence and Proactive Personality on Behavioral Job Crafting

	Predictors	β	R^2 change
Step 1	Reciprocal task interdependence (A)	.19**	.30**
	Proactive personality (B)	.48**	
Step 2	A x B	-.06	.00

Note. * $p < .05$, two-tailed; ** $p < .01$, two-tailed. *Betas* are from the second step.

Table 6

Moderated Regression for the Interactive Effects of Task Independence and Proactive Personality on Behavioral Job Crafting

	Predictors	β	R^2 change
Step 1	Task independence (A)	-.06	.27**
	Proactive personality (B)	.52**	
Step 2	A x B	.04	.00

Note. * $p < .05$, two-tailed; ** $p < .01$, two-tailed. *Betas* are from the second step.

Table 7

Moderated Regression for the Interactive Effects of Overall Task Interdependence and Work Locus of Control on Behavioral Job Crafting

	Predictors	β	R^2 change
Step 1	Overall task interdependence (A)	.16**	.09**
	Work locus of control (B)	.22**	
Step 2	A x B	.04	.00

*Note . * $p < .05$, two-tailed; ** $p < .01$, two-tailed. Betas are from the second step.*

Table 8

Moderated Regression for the Interactive Effects of Overall Task Interdependence and Work Locus of Control on Behavioral Job Crafting

	Predictors	β	R^2 change
Step 1	Reciprocal task interdependence (A)	.26**	.12**
	Work locus of control (B)	.21**	
Step 2	A x B	-.06	.00

Note . * $p < .05$, two-tailed; ** $p < .01$, two-tailed. *Betas* are from the second step.

Table 9

Moderated Regression for the Interactive Effects of Task Independence and Work Locus of Control on Behavioral Job Crafting

	Predictors	β	R^2 change
Step 1	Task independence (A)		-0.01 .06**
	Work locus of control (B)	.26**	
Step 2	A x B	-.18**	.03**

Note. * $p < .05$, two-tailed; ** $p < .01$, two-tailed. *Betas* are from the second step.

Table 10

Moderated Regression for the Interactive Effects of Constraints and Proactive Personality on Behavioral Job Crafting

	Predictors	β	R^2 change
Step 1	Constraints (A)	-.08	.28**
	Proactive personality (B)	.51**	
Step 2	A x B	.06	.00

*Note . *p < .05, two-tailed; **p < .01, two-tailed. Betas are from the second step.*

Table 11

Moderated Regression for the Interactive Effects of Constraints and Work Locus of Control on Behavioral Job Crafting

	Predictors	β	R^2 change
Step 1	Constraints (A)	-.05	.06**
	Work locus of control (B)	.23**	
Step 2	A x B	-.06	.00

Note. * $p < .05$, two-tailed; ** $p < .01$, two-tailed. *Betas* are from the second step.

Table 12

Moderated Regression for the Interactive Effects of Consequences and Proactive Personality on Behavioral Job Crafting

	Predictors	β	R^2 change
Step 1	Consequences (A)	.11*	.28**
	Proactive Personality (B)	.51**	
Step 2	A x B	.04	.00

Note. * $p < .05$, two-tailed; ** $p < .01$, two-tailed. *Betas* are from the second step.

Table 13

Moderated Regression for the Interactive Effects of Consequences and Work Locus of Control on Behavioral Job Crafting

	Predictors	β	R^2 change
Step 1	Consequences (A)	.17**	.09**
	Work locus of control (B)	.24**	
Step 2	A x B	-.11*	.01*

Note. * $p < .05$, two-tailed; ** $p < .01$, two-tailed. Betas are from the second step.

Table 14

Hierarchical Multiple Regression Predicting Overall Job Satisfaction

	Predictors	β	R^2 change
Step 1	Proactive personality	-.16*	.14**
	WLOC	.26**	
	Age	.10	
	Education	.02	
	Gender	-.01	
	Income	.22*	
	Hours	-.13	
	Tenure	-.01	
Step 2	Job crafting	.56**	.20**

Note. * $p < .05$, two-tailed; ** $p < .01$, two-tailed. *Betas* are from the second step.

Table 15

Hierarchical Multiple Regression Predicting Affective Organizational Commitment

	Predictors	β	R^2 change
Step 1	Proactive personality	-.00	.08**
	WLOC	-.07	
	Age	-.56	
	Education	.14	
	Gender	-.07	
	Income	.06	
	Hours	.05	
	Tenure	.14	
Step 2	Job crafting	.39**	.10**

Note. * $p < .05$, two-tailed; ** $p < .01$, two-tailed. *Betas* are from the second step.

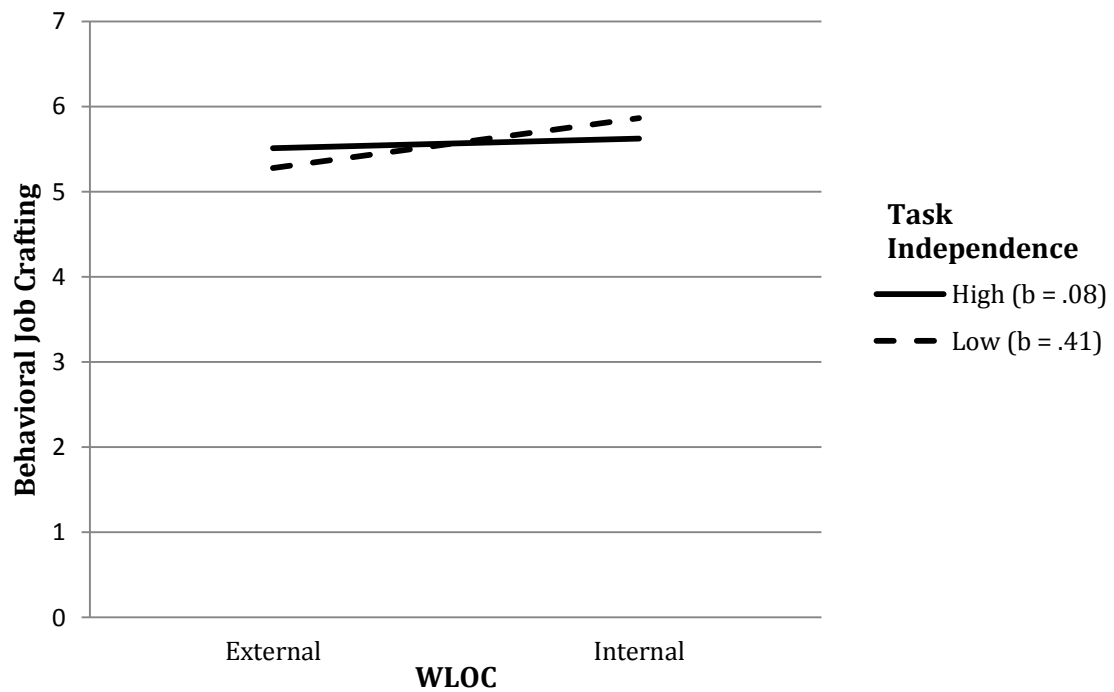


Figure 1. Graph showing the Interactive Effects of Work Locus of Control and Task Independence on Behavioral Job Crafting. The slope of each line is shown in parentheses.

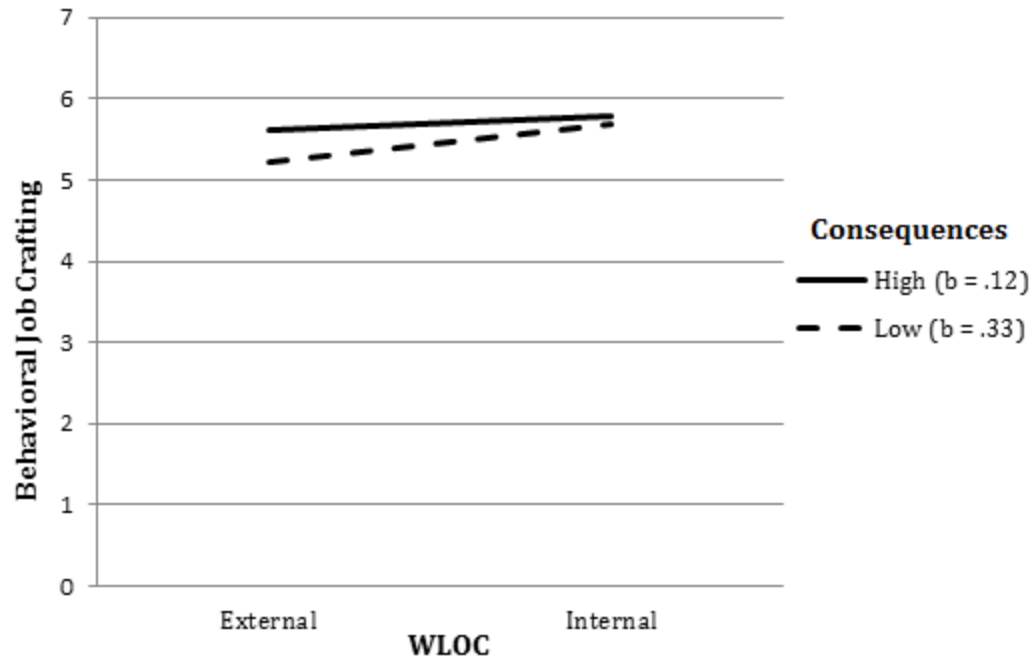


Figure 2. Graph showing the Interactive Effects of Work Locus of Control and Consequences on Behavioral Job Crafting. The slope of each line is shown in parentheses.

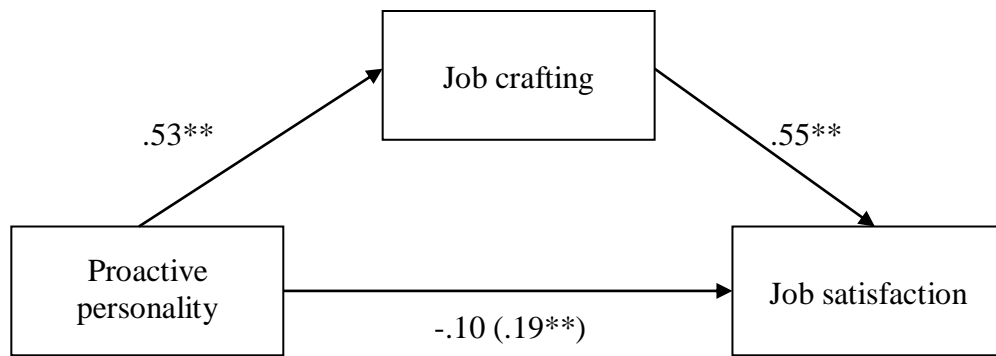


Figure 3. Path Diagram of Job Crafting Mediating the Relationship between Proactive Personality and Job Satisfaction. * $p < .05$, two-tailed; ** $p < .01$, two-tailed.

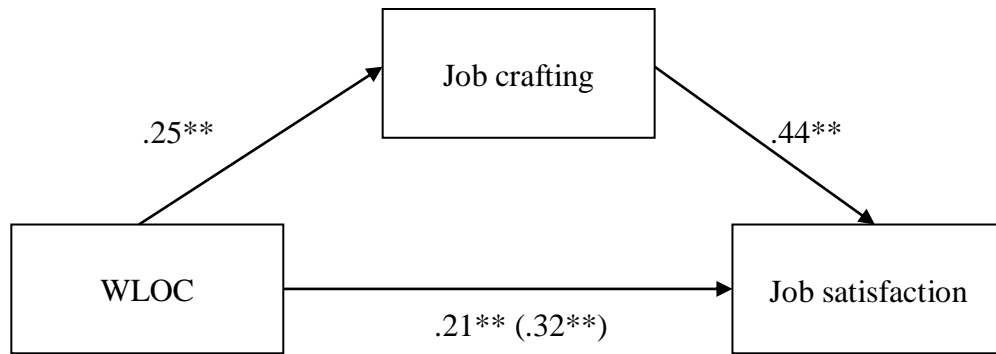


Figure 4. Path Diagram of Job Crafting Mediating the Relationship between Work Locus of Control and Job Satisfaction. * $p < .05$, two-tailed; ** $p < .01$, two-tailed.

Appendix A – Survey items

Are you currently working multiple jobs?

- ☐ Yes
☐ No

For the purposes of this study, please choose only one of your current jobs and answer all of the survey questions while thinking about that job only. Thank you.

The following items refer to activities that you may perform at your current job to increase your job satisfaction. Please read each item carefully and select the response option that best represents how often you engage in each activity.

	Never	Less than Once a Month	Once a Month	2-3 Times a Month	Once a Week	2-3 Times a Week	Daily	My job/ employer does not allow me to perform this activity
Please select "daily" for this row	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please select "once a month" for this row	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I chat with my coworkers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I act happy while at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask colleagues for advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask others for feedback on my job performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask whether my supervisor is satisfied with my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I bring snacks in for my coworkers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I clean my work area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I decide to be happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I discuss possible changes in my job or organization with my supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do my best to smile every day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I do something good for another person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy the little moments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find a way to use my skills and abilities on the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find time for myself away from work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I genuinely care about my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get to know my supervisors/colleagues personally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I identify clear priorities in my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I let people at work know that I am grateful for them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look to my supervisor for inspiration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make a to-do list so I can feel like I am accomplishing things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make sure that I use my capacities to the fullest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make work fun to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I manage my work so that I try to minimize contact with people whose problems affect me emotionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I organize my work in such a way to make sure that I do not have to concentrate for too long a period at once	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive support from my family/friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I remind myself of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

the positive aspects of my job								
I seek out activities and projects that I know I will be good at	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I seek out new challenges at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I snack throughout the workday	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I stay organized at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take my lunch break every day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take pride in what I do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tell jokes at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I text friends while I'm at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think about the accomplishments I have made throughout my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think about the benefits that work provides my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try not to be too serious at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try not to think about work-related problems when I am at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to develop myself professionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to ensure that my work is emotionally less intense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to get myself into a happy mood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to keep a good balance of work and fun in my office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to learn new things at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I try to make my work more challenging by examining the underlying relationships between aspects of my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to take life as it is and be content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use the skills I learn at work for personal tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work overtime when asked	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When an interesting project comes along, I offer myself proactively as project co-worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Less than Once a Month	Once a Month	2-3 Times a Month	Once a Week	2-3 Times a Week	Daily	My job/employer does not allow me to perform this activity
I am pleasant and courteous with clients/customers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask my supervisor to coach me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please select "once a week" for this row	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I avoid people that I find irritating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I browse the internet/use social networking sites while at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I decide on my own how I do things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I decorate my office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do my best to keep clients/customers happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do my work quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't take things personally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I express gratitude for my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please select "never" for this row	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I focus on future goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get proper nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I go outside and get fresh air	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I keep in mind that my job pays the bills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I listen to music at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make a real effort to feel a sense of accomplishment at the end of each day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make an effort not to get annoyed by trivial things at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make sure that my work is mentally less intense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I manage my time effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I motivate myself to work hard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I organize my work so as to minimize contact with people whose expectations are unrealistic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly take on extra tasks even though I do not receive extra salary for them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I see my projects through from start to finish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I seek out activities and projects that I know will challenge me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I set work-related goals for myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I spend time with my coworkers outside of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take a walk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take on leadership roles at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I talk about the positive aspects of my job to friends and family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tell myself how lucky I am to have a job in this economy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think about my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think about the advantages my on-the-job learning will provide for my future career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think of the monetary benefits of working	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try not to let other people influence how I feel about my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to develop my capabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I try to ensure that I do not have to make many difficult decisions at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to focus on what I like about the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to improve my performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to keep everything in perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to maintain a balance between my work life and my home life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to stay interested in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to work in a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I vent my frustrations to a coworker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If there are new developments, I am one of the first to learn about them and try them out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When there is not much to do at work, I see it as a chance to start new projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Select the response option that most closely matches your opinion for each statement.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
All in all I am satisfied with my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I don't like my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I like working at my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Select the response option that most closely matches your opinion for each statement.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I am constantly on the lookout for new ways to improve my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel driven to make a difference in my community, and maybe the world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tend to let others take the initiative to start new projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wherever I have been, I have been a powerful force for constructive change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy facing and overcoming obstacles to my ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nothing is more exciting than seeing my ideas turn into reality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I see something I don't like, I fix it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No matter what the odds, if I believe in something I will make it happen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I love being a champion for my ideas, even against others' opposition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I excel at identifying opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am always looking for better ways to do things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I believe in an idea, no obstacle will prevent me from making it happen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I love to challenge the status quo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I have a problem, I tackle it head-on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am great at turning problems into opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can spot a good opportunity long before others can.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I see someone in trouble, I help out in any way I can.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following questions concern your beliefs about jobs in general. They do not refer only to your present job. Select the response option that most closely matches your opinion for each statement.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
On most jobs, people can pretty much accomplish whatever they set out to accomplish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If you know what you want out of a job, you can find a job that gives it to you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting the job you want is mostly a matter of luck.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotions are usually a matter of good fortune.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotions are given to employees who perform well on the job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It takes a lot of luck to be an outstanding employee on most jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who perform their jobs well generally get rewarded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The main difference between people who make a lot of money and people who make a little money is luck	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following questions deal with your attitude towards your current employer. Select the response option that most closely matches your opinion for each statement.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I would be very happy to spend the rest of my career with this organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I really feel as if this organization's problems are my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not feel a strong sense of "belonging" to my organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not feel "emotionally attached" to this organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This organization has a great deal of personal meaning for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not feel like "part of the family" at my organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Select the response option that most closely matches your opinion for each statement.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I work closely with others in doing my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I frequently must coordinate my efforts with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My own performance is dependent on receiving accurate information from others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The way I perform my job has a significant impact on others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work requires me to consult with others fairly frequently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work fairly independently of others in my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can plan my own work with little need to coordinate with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rarely have to obtain information from others to complete my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Select the response option that most closely matches your opinion for each statement about your current job.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
On this question please mark "agree" so I know you're still with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this job, an employee is prevented from making his/her own decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this job, constraints prevent an employee from doing things in his/her own way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this job, an employee is prevented from choosing how to do things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this job, an employee freedom to make decisions is limited by other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On this job, outside forces limit an employee's freedom to make decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this job, procedures prevent an employee from working in his/her own way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this job, other people limit what an employee can do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this job, an employee's decisions have extremely important consequences for other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this job, very serious consequences occur when an employee makes an error.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this job, important outcomes are influenced by an employee's actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On this job, other people are put at risk when an employee performs poorly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this job, mistakes are more harmful than they are for almost all other jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this job, tasks are more important than those in almost all other jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this job, there are consequences if an employee deviates from what is expected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Please select the number of the face above that most closely represents how you feel about your current job.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7

What is your job title? (Please be as specific as possible)

Approximately how long have you been employed in your current job?

Years

Months

Approximately how many hours do you work per week?

In which industry are you employed?

- ☐ Architecture and Engineering
- ☐ Arts, Design, Entertainment, Sports, and Media
- ☐ Building and Grounds Cleaning and Maintenance
- ☐ Business and Financial Operations
- ☐ Community and Social Service
- ☐ Computer and Mathematical
- ☐ Construction and Extraction
- ☐ Education, Training, and Library
- ☐ Farming, Fishing, and Forestry
- ☐ Food Preparation and Serving Related
- ☐ Healthcare Practitioners and Technical
- ☐ Healthcare Support
- ☐ Installation, Maintenance, and Repair
- ☐ Legal
- ☐ Life, Physical, and Social Science
- ☐ Management
- ☐ Military Specific
- ☐ Office and Administrative Support
- ☐ Personal Care and Service
- ☐ Production
- ☐ Protective Service
- ☐ Sales and Related
- ☐ Transportation and Material Moving

Which category best describes your annual income from this job?

- ☐ Under \$15,000
- ☐ \$15,000 - \$29,000
- ☐ \$30,000 - \$44,999
- ☐ \$45,000 - \$59,999
- ☐ \$60,000 - \$74,999
- ☐ \$75,000 - \$89,999
- ☐ \$90,000 - \$104,999
- ☐ \$105,000 - \$119,999
- ☐ \$120,000 or more
- ☐ Prefer not to answer

Do you consider your job an "office job"?

- ☐ Yes
- ☐ No
- ☐ Don't know

Approximately how many employees work for your company in your location?

- ☐ 1 -24
- ☐ 25 - 49
- ☐ 50 - 99
- ☐ 100 - 249
- ☐ 250 - 499
- ☐ 500 or more
- ☐ Don't know

Does your company have more than one location?

- ☐ Yes
- ☐ No

Approximately how many people are employed in your company worldwide?

- ☐ 1 - 49
- ☐ 50 - 499
- ☐ 500 - 999
- ☐ 1,000 - 4,999
- ☐ 5,000 or more
- ☐ Don't know

What is your gender?

- ☐ Female
- ☐ Male

What is your age?

What is your race (select all that apply)?

- ☐ African American
- ☐ Asian
- ☐ Hispanic
- ☐ Native American
- ☐ Pacific Islander
- ☐ White/Caucasian
- ☐ Other

What is the highest level of education you have completed?

- ☐ Less than High School
- ☐ High School / GED
- ☐ Some College
- ☐ 2-year College Degree
- ☐ 4-year College Degree
- ☐ Masters Degree
- ☐ Doctoral Degree
- ☐ Professional Degree (JD, MD)

Thank you for helping with this research. Do you have any comments or suggestions for the survey?